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ABSTRACT

This health education curriculum guide for Kindergarten (Duval County Public Schools, Jacksonville, Florida) follows a comprehensive program (K-12) designed to assist the student in gaining an intelligent understanding of health as a unity of man's physical, mental, and social well-being. This guide includes a course outline, primary and secondary ideas and learning objectives derived from them, and detailed lesson plans that give information on concepts/skills, tests, estimated teaching times, instructional materials, teaching procedures, evaluation procedures, and enrichment/reinforcement activities. Keys to recommended instructional materials are also provided. Topics dealt with include the senses, safety practices, nutrition, and drugs. (CMG)

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HEALTH EDUCATION CURRICULUM GUIDE

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APPENDIX A - CURRICULUM

DUVAL COUNTY SCHOOL BOARD POLICY

Sec. 2-6. Health Education

Proper procedures will be implemented to assure that all students, kindergarten through twelve (12), receive a comprehensive health education program. Students may be exempted for religious reasons without being penalized. The health education curriculum shall include a drug education program as required by the state. Units of instruction regarding human reproduction must be approved by written parental permission two (2) weeks prior to the presentation. Students will be excused from such instruction without penalty with parental request.

Source: 1975 Rules, IJL.

Annotations
Comprehensive Health Education Act of 1973, F.S. 233.067.

INTRODUCTION

The health education curriculum is designed as a comprehensive program (K-12). The curriculum is designed to assist the student in gaining an intelligent understanding of health as a unity of man's physical, mental, and social well being.

The student should be able to:

(a) Understand himself and others in terms of physical, mental, social, and moral well being.

(b) Apply the scientific approach and critical reasoning to make intelligent decisions concerning individual and community health.

(c) Develop criteria for identifying reliable sources of information regarding health products and services.

(d) Interpret man's relationship to his environment and his use of his environment to attain a better state of health.

The comprehensive health program offers topics at the student's maturity level involving the physical, mental and social aspects of the individual. Course content includes study of interacting growth and development, personal health practices, protection and promotion of health, food selection, utilization of health information, contagious diseases, hazards and accidents, community health and substances that modify mood and behavior (drug education). The program utilizes a variety of teaching techniques in order to influence knowledge, habits, attitudes and values, relating to the favorable decisions about individual, family and community health. To meet

individual needs a wide variety of material has been identified in the method/media for each objective.

Health education is an important part of the total elementary, junior and senior high school curriculum. The health education course is required at grade levels K-6 and grade seventh The senior high student has the opportunity to elect health education at grade levels ten, eleven and twelve. All health courses have criterion referenced tests.

HEALTH EDUCATION K-6

SCOPE AND SEQUENCE

	STRUCTURE AND FUNTION OF THE BODY	HEALTH PRACTICES	FAMILY	SAFETY	NUTRITION	CONSUMER	DRUGS AND ALCOHOL	DISEASE	ENVIRONMENTAL HEALTH
K	The senses allow man to interpret his environment.	*		Certain safety practices should be used in situations involving activities and the use of tools.	Eating a variety of foods helps us grow and stay healthy.		Drugs affect how the body works.		
1		Determine practices that promote good health.		Certain precautions are useful in the reduction of hazards and accidents.	Attitudes affect food selection and diet.		*		
2	Construction of the human body allows for movement. Growth and development varies with the individual.	*	Family members contribute to the health of each other.	*	Different foods are necessary to supply different body needs.		Mood and behavior may be changed in various ways.		
3	Differences in growth and development can affect feelings and social relationships.	Dental health practices relate directly to physical well-being.			*	Various health products and services are available to the consumer.	*	Knowledge of microorganisms and their characteristics relate to human well-being.	*
4	The organs of the body function in harmony.	*			The digestive process is a total body function.	Scientific principles apply in selecting health products and services.	The use of mood modifiers affects body functions.		Community efforts help reduce health problems.
5	The human body is well-adapted to carry on life functions.	Certain health practices are basic to potential development.	Families vary widely in their characteristics.		A well-balanced diet is basic to potential development.	The choice of the consumer will affect his potential development.	Knowledge of alcohol's affect on physical, mental, and social health is necessary to today's community.		
6	The body has its own time table for growth and development	*		Knowledge of pedestrian, passenger, bicycle, and baby sitting safety is necessary to avoid hazardous situations.	A well-balanced diet is a positive effect on individual development.	*	The use of mood modifiers may affect emotions, behavior and potential development.	Man has increased his knowledge of diseases and their causes.	The environment affects the quality of human health.

* This topic is taught within another objective.

Course Outline - Kindergarten

K - 1.1	The senses allow man to interpret his environment.	Pages 1-39
K - 2.1	Certain safety practices should be used in situations involving activities and the use of tools.	Pages 40-102
K - 2.2	Drugs affect how the body works.	Pages 103-141
K - 2.3	Eating a variety of foods helps us grow and stay healthy.	Pages 142-150

GRADE LEVEL: Kindergarten

THEME: Physical, Mental, and Social Health

PRIMARY IDEA: 1.0 The body has a basic structure and function.

SECONDARY IDEAS	OBJECTIVES
K - 1.1 The senses allow man to interpret his environment.	The student will demonstrate knowledge of how the senses allow man to interpret his environment by: K - 1.1.1 identifying the function of the five senses; K - 1.1.2 investigating how the five senses work together; K - 1.1.3 discussing how the five senses help us learn; and K - 1.1.4 applying the five senses to develop an awareness of the environment.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Five Senses	K.V.4, K.C.4	45 minutes

OBJECTIVE K - 1.1.1 Identify the function of the five senses.

INSTRUCTIONAL MATERIALS:

Oaktag chart
Popcorn
Popcorn popper
Paper towels
18 by 24 inch manila paper

PROCEDURE:

To give students experience in using their five senses, implement the following activity:

Pop popcorn. Allow the students to discover how they feel when they think about popcorn. Record their reactions on an oaktag chart. Responses should include hearing it, smelling it, and seeing it as it pops. Serve the popcorn on a paper towel and discuss what students are doing now. Response should be touching it and tasting it. After vocabulary develops, explain that the five senses are very special parts of our body which tell us about the world around us.

EVALUATION:

Have students point to the part of the body they used when doing the following things in the popcorn activity: seeing it as it was popped, hearing it as it popped, smelling it as it popped, touching it when they picked it up, tasting it when they ate it.

ENRICHMENT/REINFORCEMENT:

Discuss with students other things they observed in the popcorn activity. For example: the size, shape, color, smell, taste and way it felt before and after popping.

OBJECTIVE K - 1.1.1

Have students do the following fingerplay.

"Popcorn"

Pop, pop, pop
Says the popcorn in the pan
Pop, pop, pop
You may catch me if you can!
Pop, pop, pop
Says each kernel, hard and yellow
Pop, pop, pop
I'm a dancing little fellow
Pop, pop, pop
I can whirl and skip and hop.
Pop, pop, pop, pop
Pop, pop, pop!

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Five Senses	K.C.4	30 minutes

OBJECTIVE: K - 1.1.1 Identify the function of the five senses.

INSTRUCTIONAL MATERIALS:

David C. Cook, Your Five Senses, Teaching Pictures, #1 (available in your media center.)
Filmstrip Series, Walt Disney, You and Your Health.
Filmstrip: "You and Your Five Senses."
Booklet cover page: "My Five Senses." (Master included, make a copy for each student.)
(The "My Five Senses" booklet and many poems and experiments were developed by Darlene Siciliano, Lynn Casey, Liz Jarnowski and Susan Washil from Brookview Elementary School.)

PROCEDURE:

Show teaching picture #1 and use suggested ideas on the back of the picture to stimulate discussion.

Review how the five senses were used when making popcorn.

Show filmstrip "Your Five Senses" and discuss the following questions.
Which of the five senses do you think is most important to you.
What would be different if you could no longer use your eyes, nose, ears?
Do animals use the five senses?

EVALUATION:

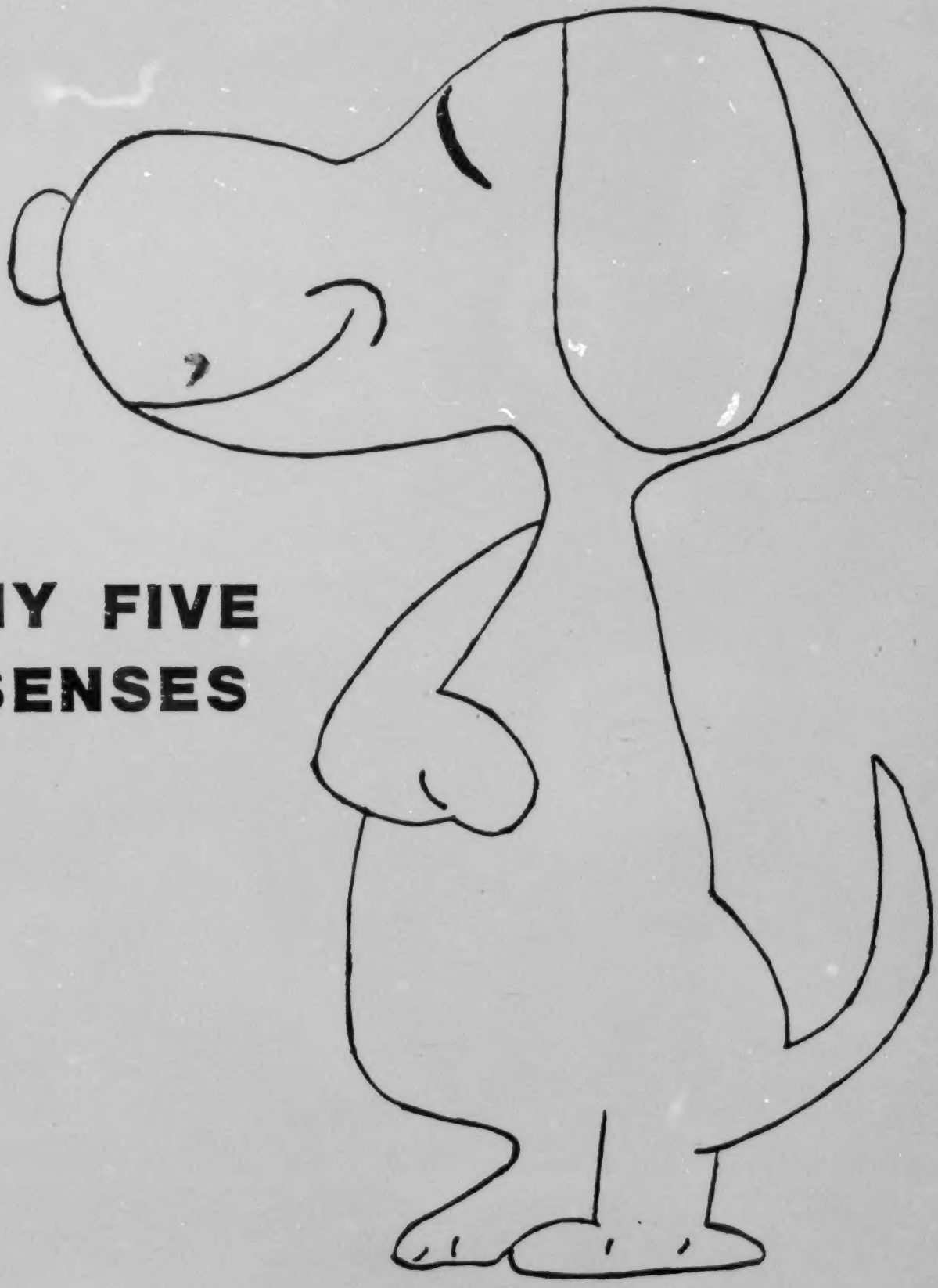
Have students name an activity they do that uses each of their five senses
For example: taste - eat breakfast, ears - listen to music.

ENRICHMENT/REINFORCEMENT:

Begin a "My Five Senses" booklet. Hand out Snoopy cover page and have students color according to the following directions.

eyes - blue
hands - green
ears - pink
mouth - red
nose - yellow

COLOR CODE THE COVER TO MATCH COLORS OF SECTIONS IN BOOKLET 5



MY FIVE SENSES

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Seeing	K.C.4, K.C.5	30 minutes

OBJECTIVE K - 1.1.1 Identify the function of the five senses.

INSTRUCTIONAL MATERIALS:

David C. Cook, Your Five Senses, Teaching Pictures, #6. (available in your media center)
Filmstrip Series: Walt Disney, You and Your Health.
Filmstrip: "You and Your Eyes."
Booklet pages: "See" and "Things I Can See." (Masters included, make a copy for each student.)
Magazines

PROCEDURE:

Show teaching picture #6 and use suggested ideas on the back of the picture to stimulate discussion.

Show filmstrip "You and Your Eyes" and discuss the following questions.
What object do people use to help them see better?
What object do we take pictures with that is similar to the way the eye takes pictures?
What animal in the filmstrip sees better in the light? the dark?
Why does the eye have eyelashes? eyebrows?

EVALUATION:

Call out names of objects in the room and have students use their eyes to see them.

ENRICHMENT/REINFORCEMENT:

Do the following fingerplay activities.

"My Eyes"

Here are my eyes
One and two;
I give a wink
So can you.

When they're open
I see the light;
And when they're closed
It's dark like night.

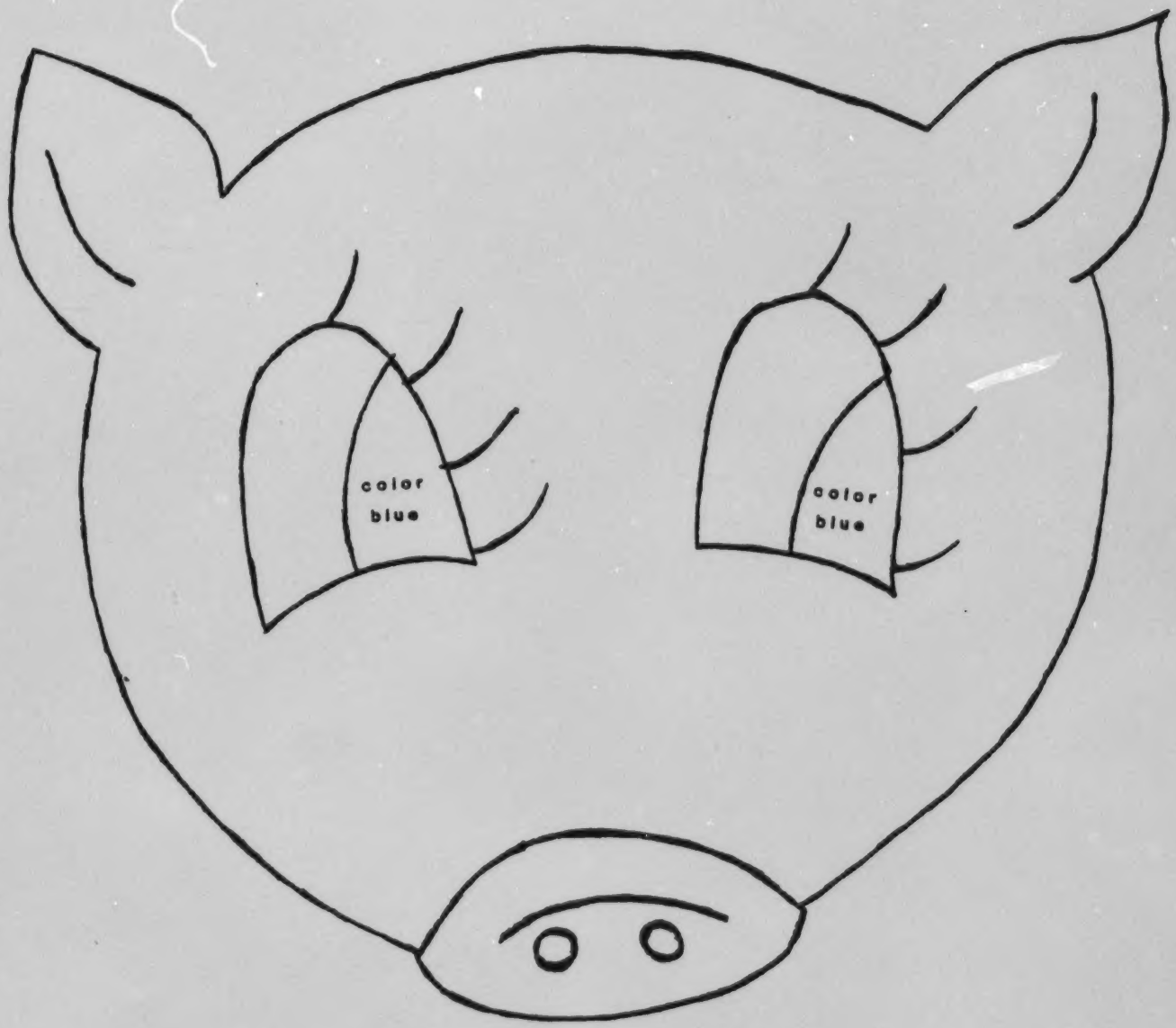
OBJECTIVE K - 1.1.1

"Windows"

In my house are windows two
Shining clear and bright
I can drop the curtains down (close eyes)
Shutting out the light
Open--shut them; open--shut them;
Now 'tis dark and now 'tis light
I can see your windows, too
Letting in the light
What are my windows?
My eyes are my windows.

Hand out the pages to "My Five Senses" booklet. Have students color the pig's eyes blue, then cut and paste pictures from magazines within the "Things I can See" blocks.

SEE



THINGS I CAN SEE

LESSON PLANS

CONCEPT/SKILL Hearing	TEST IMS K.V.4, K.C.4	ESTIMATED TIME 30 minutes

OBJECTIVE K - 1.1.1 Identify the function of the five senses.

INSTRUCTIONAL MATERIALS:

David C. Cook, Your Five Senses, Teaching Pictures, #12. (#15 optional). (available in your media center)
Filmstrip series: Walt Disney, You and Your Health.
Filmstrip: "You and Your Ears."
Booklet pages: "Hear" and "Things I Can Hear." (Masters included, make a copy for each student.)
Rubber bands, sandpaper, jingle bell

PROCEDURE:

Show teaching picture #12 and use suggested ideas on the back of the picture to stimulate discussion.

Show filmstrip "You and Your Ears" and discuss the following questions.
Are all the parts to our ear outside our bodies?
What part of our ears is like a musical instrument?
What other job does the ear help us to do besides hearing?

EVALUATION:

Have students close their eyes and instruct them to use their ears to listen for sounds in the room. Ring a bell or make different sounds from various areas of the room and have students point in the direction of the sound.

ENRICHMENT/REINFORCEMENT:

Do the following activities.

"Clocks"

Big clocks make a sound like--tick tock-tick-tock...
Small clocks make a sound like--tick-tick tick-tick...

And very small clocks make a sound like
Tick-tock
Tick-tock
Tick-tock

OBJECTIVE K - 1.1.1

"Bought Me A Cat"
(Tune - Had A Cat)

Bought me a cat,
The cat pleased me
Fed my cat under yonder tree
Cat went meow, meow.

Add verses about a rooster (cocka-doodle-do)
duck (quack-quack)
cow (moo-moo)
baby (waa-waa)

Hand out pages to "My Five Senses" booklet. Have students color the wolf's ears pink and paste examples of things that make sounds on the "Things I Can Hear" page.

HEAR

COLOR EARS PINK

THINGS I CAN HEAR

PASTE OR ATTACH EXAMPLES OF THINGS THAT MAKE SOUNDS-HIGH, LOW

1. RUBBER BAND
2. SANDPAPER
3. JINGLE BELL

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Taste and Smell	K.C.4	Two-30 minute periods

OBJECTIVE K - 1.1.1 Identify the function of the five senses.

INSTRUCTIONAL MATERIALS:

David C. Cook, Your Five Senses, Teaching Pictures, #9 and #10. (available in your media center)
Filmstrip Series: Walt Disney, You and Your Health.
Filmstrip: "You and Your Sense of Smell and Taste."
Booklet pages: "Smell," "Taste," "Things I Can Smell" and "Things I Can Taste." (Masters,included, make a copy for each student.)
Napkins, salt and sugar
Cotton balls dipped in various scents

PROCEDURE:

Show teaching pictures #9 and #10. Use suggested ideas on the back of the picture to stimulate discussion.

Show filmstrip "You and Your Sense of Smell and Taste" and discuss the following questions.
What are taste buds?
Can we taste food when we cannot smell it?
Name some different tastes.

EVALUATION:

Place a pinch of salt and sugar on a napkin for each student. Instruct them to use their nose to check for a smell. Have the students moisten a finger and taste each ingredient to identify the taste.

OBJECTIVE K - 1.1.1

ENRICHMENT/REINFORCEMENT:

Read the following poem.

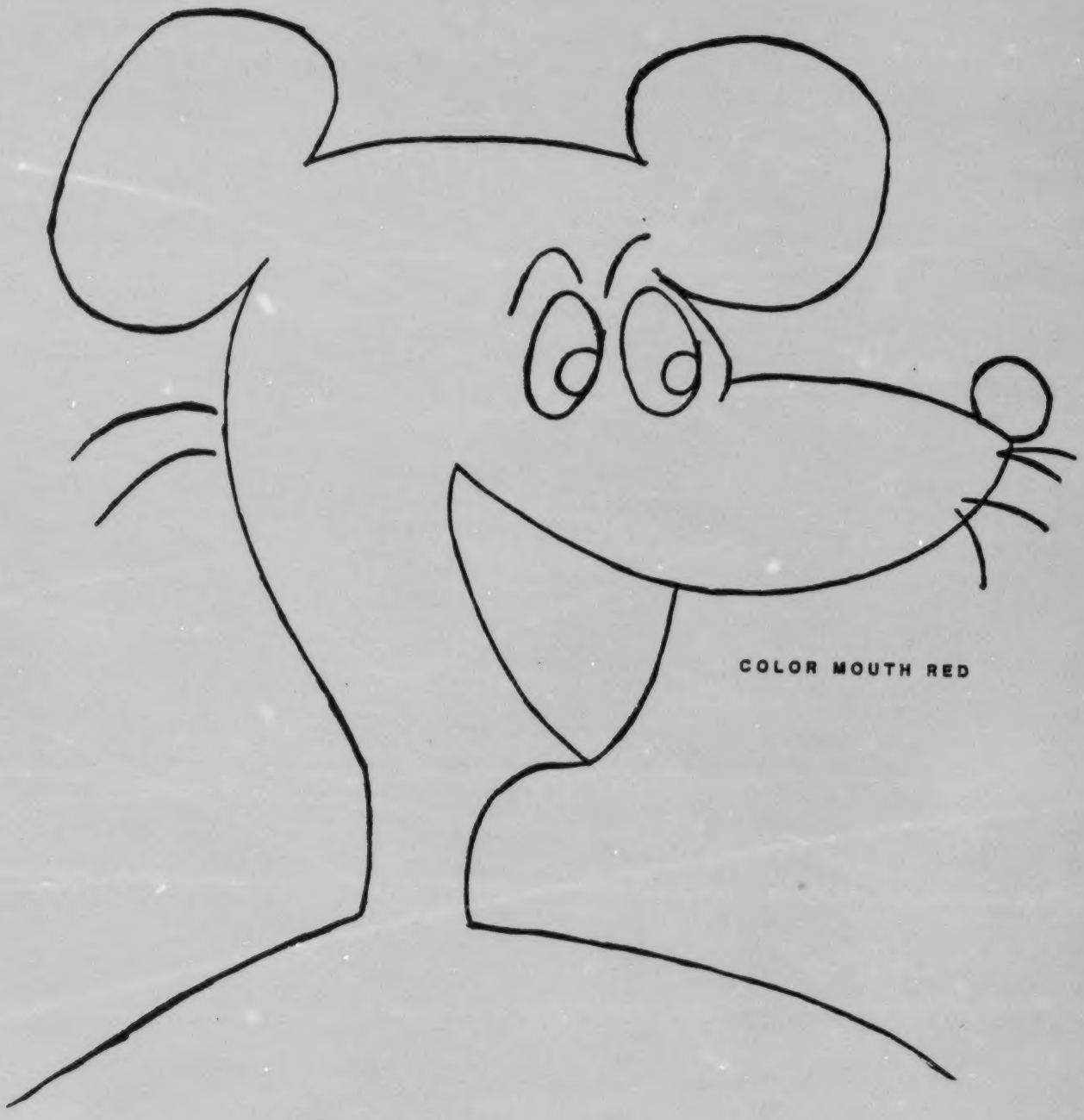
"Smells" Zhenya Gay

The world is full of wonderful smells
And you have a nose that always tells
Of bread in the oven, hot and nice.
Of cake being baked with lots of spice,
Of a barn with fresh cut hay in the mows,
Of horses and pigs and cats and cows
Of a dog when he's warm and lies in the sun.
Of apple sauce, and chocolate and a sugar bun.
Wouldn't it be dreadful if you'd no nose to tell
Of every wonderful, wonderful, wonderful smell?

Hand out "My Five Senses" booklet page "Taste" and have students color the mouse's mouth red. Instruct them to draw or paste a picture on the tongue of something salty, sweet, bitter, and sour.

Hand out booklet page "Smell." Have students color the elephant's nose yellow. Have students paste cotton balls with various scents to the page. "Things I Can Smell."

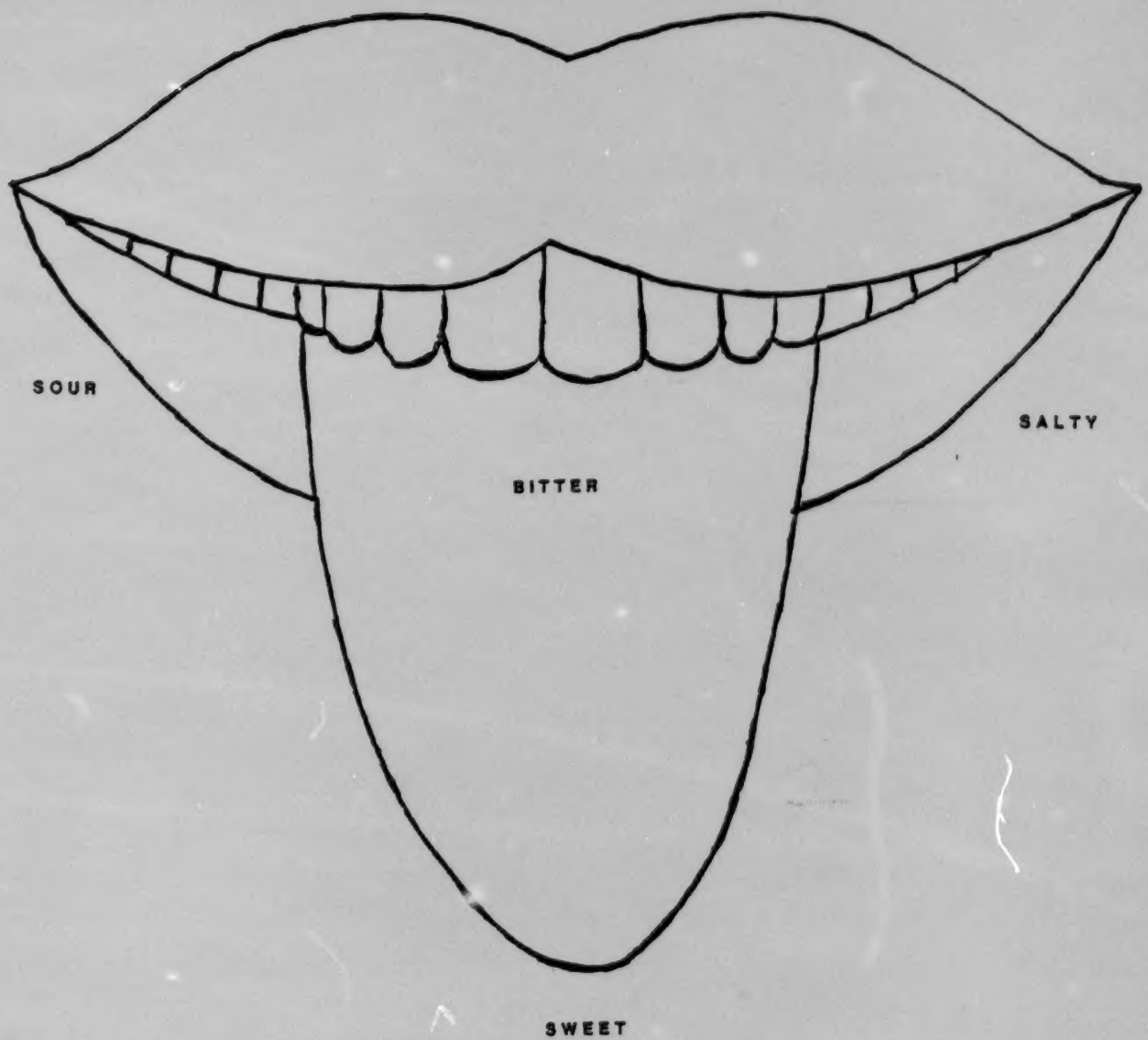
TASTE



COLOR MOUTH RED

THINGS I CAN TASTE

HAVE CHILDREN TASTE SOMETHING SWEET, SALTY, SOUR, AND BITTER-
THEN PASTE PICTURES ON APPROPRIATE WORD.



THINGS I CAN SMELL

HAVE A SMELLING SESSION THEN PASTE COTTON BALLS WITH SCENT ON THEM.

SMELL

COLOR YELLOW

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Touch	K.C.4	30 minutes

OBJECTIVE K - 1.1.1 Identify the function of the five senses.

INSTRUCTIONAL MATERIALS:

David C. Cook, Your Five Senses, Teaching Pictures, #2, (#3 and #4 optional). (available in your media center)
Filmstrip Series: Walt Disney, You and Your Health.
Filmstrip: "You and Your Sense of Touch."
Booklet pages: "Touch" and "Things I Can Touch." (Masters included, make a copy for each student.)
Feel bag: Include items that are hard, smooth, soft, and rough. Sandpaper, feather, ribbon, macaroni.

PROCEDURE:

Show teaching picture #2 and use suggested ideas on the back of the picture to stimulate discussion.

Show filmstrip "You and Your Sense of Touch" and discuss the following questions.
What are the four feelings of touch?
How does touch help man work?
What would happen if we had no sense of touch?

EVALUATION:

Have students reach into a feel bag and use their sense of touch to describe an item.

ENRICHMENT/REINFORCEMENT:

Have students do the following fingerplays.

"Shiver and Quiver"

When it's cold you shiver and quiver
Br-r-r-r-r
Br-r-r-r-r
Br-r-r-r-r
Your hands feel just like ice
So you rub them once or twice
When its cold, you shiver and you quiver
Br-r-r-r-r.

OBJECTIVE K - 1.1.1

"I'll Touch"

I'll touch my head
My hair
My hand.
I'll sit up straight
And then I'll stand.

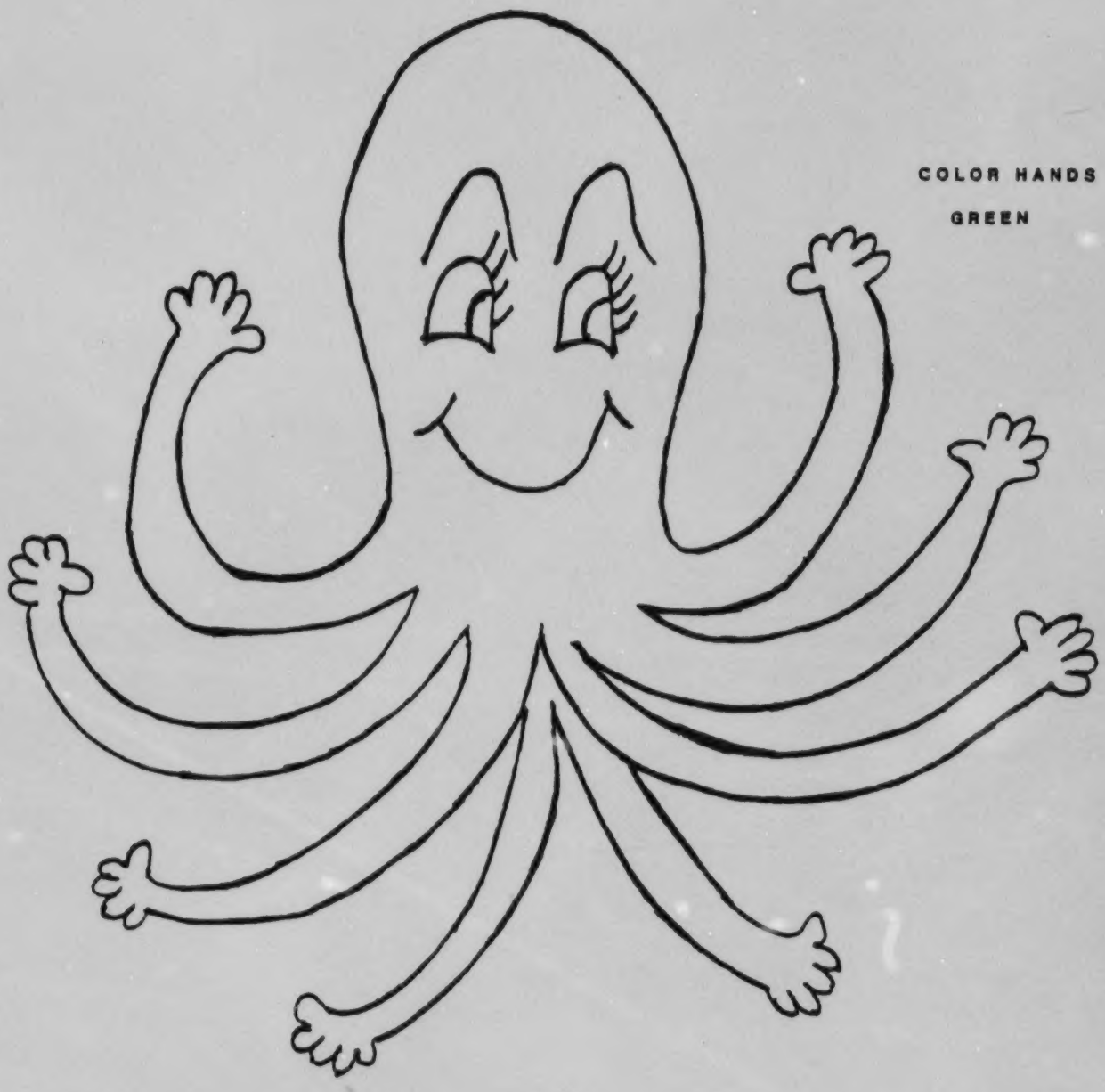
I'll touch my ears
My nose
My chin
And quietly sit down again.

Hand out "My Five Senses" booklet pages "Touch" and "Things I Can Touch." Instruct them to color the octopus's hands green. Have them paste examples of each of the feelings of touch on the page "Things I Can Touch." Examples of things to staple or paste to the fingers are: nail (cold), sandpaper (rough), Feather (soft), ribbon (smooth), and macaroni (hard).

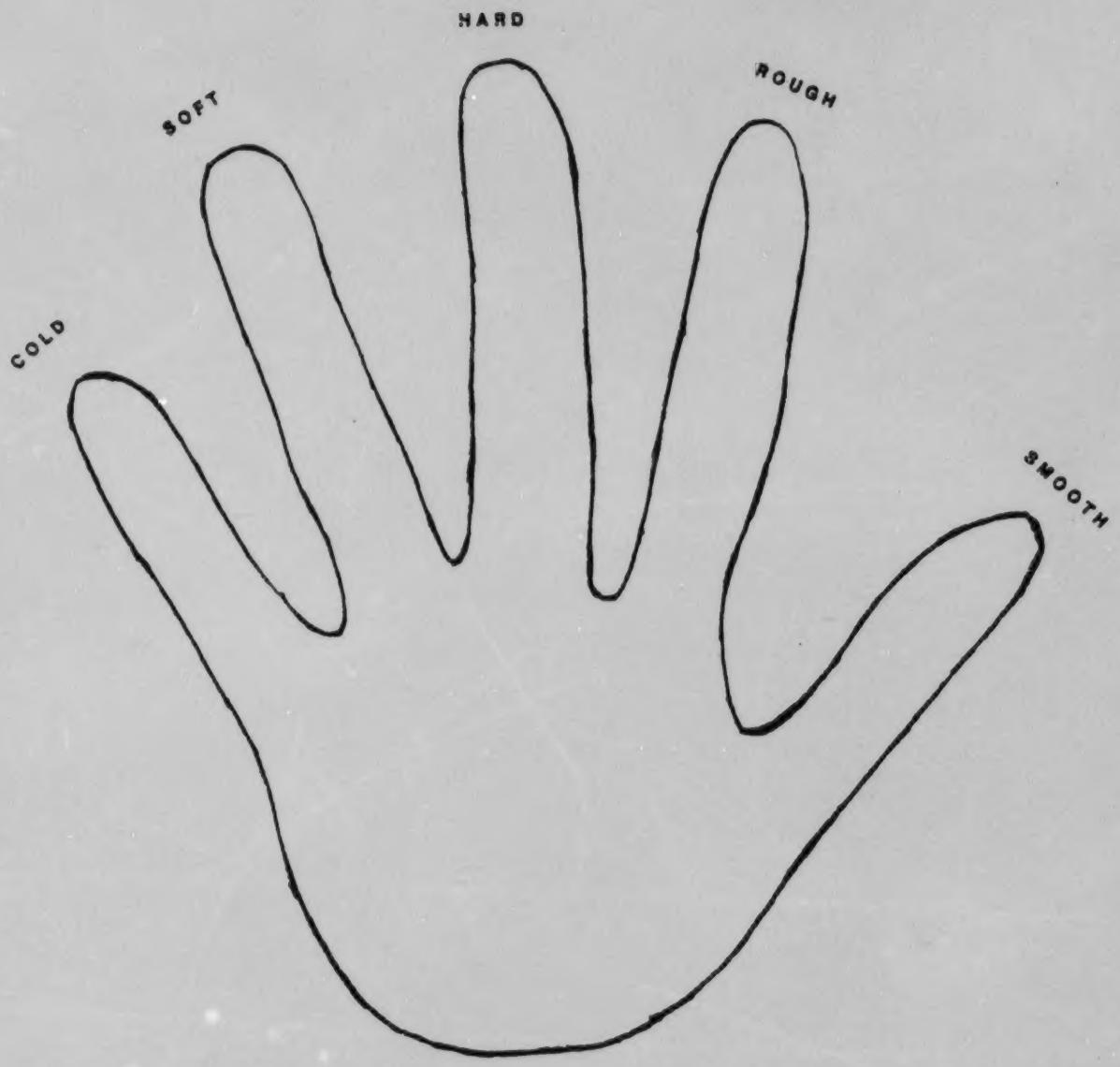
Punch holes in completed pages to "My Five Senses" booklet and bind together with yarn, brads, ribbon, or string. Have students take home and share with parents.

TOUCH

COLOR HANDS
GREEN



THINGS I CAN TOUCH



TALK ABOUT THE TEXTURES: HARD, SOFT, SMOOTH, ROUGH, COLD,-

PASTE EXAMPLES OF EACH ON THE HAND.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Five Senses	K.C.4	30 minutes

OBJECTIVE K - 1.1.2 Investigate how the five senses work together.

INSTRUCTIONAL MATERIALS:

David C. Cook, Your Five Senses, Teaching Pictures, #7. (available in your media center.)
Blocks
Crayons
Paper

PROCEDURE:

Show teaching picture #7 and discuss how the eyes (sight) and hands (touch) are working together.

To demonstrate how the senses of sight and touch work together have students do the following task first with only one sense and then with both.

Give each student drawing paper and crayons, then have students draw a picture with their eyes closed. Discuss the results and students' responses. Repeat the activity with eyes open. Have students share how having both the sense of sight and the sense of touch helped in drawing the picture.

EVALUATION:

Give each student five to ten blocks and instruct them to use their sense of sight (eyes) and sense of touch (hands) to build a structure of their own choice.

ENRICHMENT/REINFORCEMENT:

Choose from the following additional experiments that illustrate how the senses of touch, sight, and hearing work together.

Have students close their eyes and run their fingers across a braille page. Discuss how a blind person might use touch and hearing to make up for not being able to see.

Have students use only their hands and bodies to communicate the following words: yes, no, go away, come here, sit down, get up, follow me, I feel sad, I feel happy, I love you, etc. Discuss how a deaf person uses his hands and body to compensate for not being able to hear.

OBJECTIVE K - 1.1.2

Show a filmstrip or watch T.V. without sound. Discuss how the eyes help when we cannot hear.

Choose a safe place in the schoolyard to practice using the ears and eyes to cross the street and walk safely.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Five Senses	K.C.4	30 minutes

OBJECTIVE K - 1.1.2 Investigate how the five senses work together.

INSTRUCTIONAL MATERIALS:

David C. Cook, Your Five Senses, Teaching Pictures #1. (available in your media center)
Apples: cut in slices
Small samples of various foods (optional)

PROCEDURE:

Show teaching picture #10 and discuss how the boys in the picture are using their sense of taste, smell, and sight.

To illustrate how the sense of smell works together with the sense of taste, have students do the following experiment.

Give each student a slice of apple. Ask them to smell the apple. Ask if they can taste the apple in their mouths just by the smell. Have them take a bite from the apple. What kind of taste did it have? Ask the students to pinch their noses closed by using the fingers on one hand then take another bite of the apple. Discuss how the apple tastes when the nose can't smell it.

EVALUATION:

Have students name a food that smells good and a food that smells bad.

ENRICHMENT/REINFORCEMENT:

Choose from the following experiments to further illustrate how the sense of taste, smell, and sight work together.

Have students stand near the cafeteria door and smell lunch being prepared and identify the food smells. Discuss if it makes them feel hungry. After eating lunch, have students stand near the cafeteria again and smell the food. Discuss if the smell of food is as strong or made them feel as hungry as before.

OBJECTIVE K - 1.1.2

Show students pictures of food from magazines. Discuss how seeing the food makes them feel.

Show students pictures of food that are on beautiful tables or dishes. Discuss how a food looks affects their feelings about eating it.

Place various samples of food on napkins. Blindfold students and have them smell and identify them. Discuss how a blind person uses the sense of smell to make up for not being able to see.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Five Senses	K.C.4	60 minutes

OBJECTIVE K - 1.1.3 Discuss how the five senses help us learn.

INSTRUCTIONAL MATERIALS:

David C. Cook, Your Five Senses, Teaching Pictures, #5. (available in your media center)
Paper bags.
Oaktag chart

PROCEDURE:

Show teaching picture #5 and ask students how the boys and girls in the picture are using their eyes. Ask what can they learn from looking at the frog. (Include color, size, shape, how the frog acts, what it likes or dislikes, etc.) Ask if they could learn as much from looking at a picture of a frog as from a real frog.

Take students on a sensory walk outside or in a nature park, if convenient. Instruct them to use their senses of sight, sound, touch, and smell to notice and learn new things about objects around them. Give each student a paper collecting bag and have him/her gather samples of objects such as: leaves, rocks, wild flowers, etc. Instruct students to share with you things they notice about smells, colors, and sounds. After returning to the classroom, share what students learned by describing objects in the collecting bags and discussing the list of observations.

EVALUATION:

Draw a picture of an eye, nose, ear, and finger on the chalkboard. Have students give an example of something they learned on the sensory walk by using one or more of the senses listed on the board.

ENRICHMENT/REINFORCEMENT:

Choose from the following experiments to further illustrate how the five senses help us learn.

Have students view objects under a microscope or a magnifying glass and see how making the object larger helps you to learn new things about the object.

Discuss the importance of how this helps people.

OBJECTIVE K - 1.1.3

Go on a treasure hunt in the room. Classify objects found in the room into categories (i.e., things that are yellow, things that make sounds, things that are rough, things that are soft, etc.)

Show various art prints and discuss with students things they can see and learn from the pictures.

Listen to the radio news cast. Discuss what the students learned by listening.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Five Senses	K.C. 4, K.C.5	45 minutes

OBJECTIVE K - 1.1.3 Discuss how the five senses help us to learn.

INSTRUCTIONAL MATERIALS:

David C. Cook, Your Five Senses Teaching Pictures, #16. (available in your media center)
Signs with arrows pointing in different directions
Lemon, onion, and bananas
Whistle or bell
Rope
Balance beam
Sample obstacle path (provided)

PROCEDURE:

Show teaching picture #16. Use suggested questions on back to stimulate discussion on how we use our five senses to get information that protects us from danger.

Set up an obstacle path of your own design or follow the sample design provided. Use any appropriate place where adequate space exists to set up the activity. You may want to enlist the help of a parent volunteer to assist in implementing the activity. Explain to students that they are going to be using their five senses to look for dangers. Give the following directions:

1. Have students take off their shoes and socks.
2. Follow the directions of the arrows along the path.
3. Use their ears to listen for warning sounds and each time they hear one they should stop until told to start again. (Teacher will blow whistle or ring bell at intervals.)
4. Use their sense of touch to follow along the rope with their hands and their feet on the balance beam (ears are also involved.)
5. Use their noses to find the smells along the pathway.

EVALUATION:

Have students recall which senses they used in the obstacle path.

OBJECTIVE K - 1.1.3

ENRICHMENT/REINFORCEMENT:

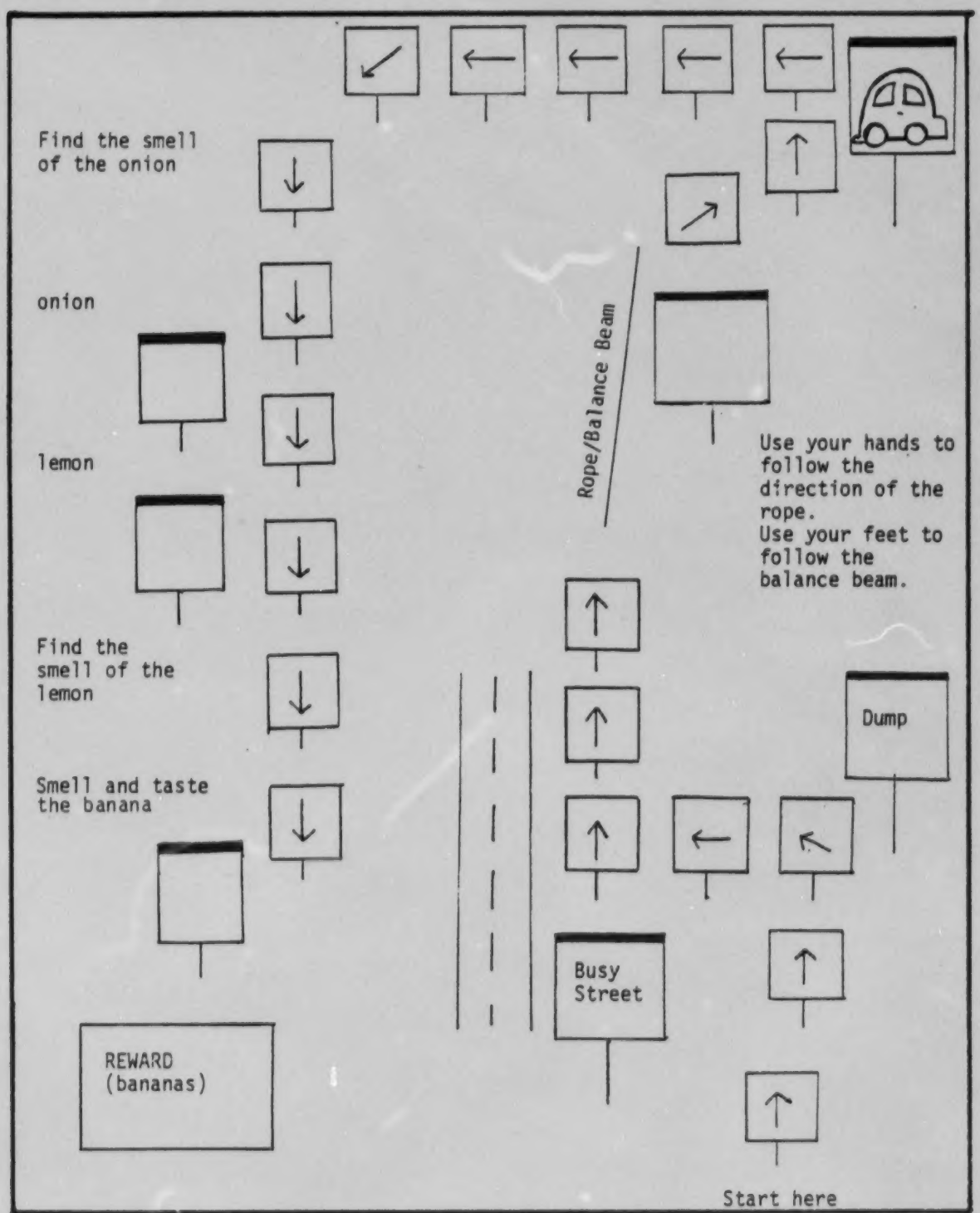
Discuss smells that are warnings. Examples: smoke, gas, gasoline, rotten food, cleaning products, etc.

Discuss sounds that are warnings. Examples: fire engine, police car, ambulance, civil defense alert, train whistles, car horns, etc.

Discuss signs that are warnings. Examples: no swimming, children crossing, narrow bridge, curve on road, poison labels, wet paint, etc.

Discuss hot and cold items that are dangerous to touch. Ask how the pain sensation of hot and cold helps to warn of danger.

Investigate animals that have unique ways of protecting themselves through use of their five senses.


Find the smell of the onion
onion
lemon
Find the smell of the lemon
Smell and taste the banana
REWARD (bananas)
Rope/Balance Beam
Use your hands to follow the direction of the rope.
Use your feet to follow the balance beam.
Busy Street
Dump
Start here

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Five Senses	K. C. 4	Five-30 minute periods

OBJECTIVE K - 1.1.4 Apply the five senses to develop an awareness of the environment.

INSTRUCTIONAL MATERIALS:

Balls of different sizes
Tablecloth or large sheet of paper as a cover
Assorted objects (eraser, pencil, ruler, block, etc.)
Evaluation: "Animal Maze" (Master included, make a copy for each student.)
See experiments for additional optional materials

PROCEDURE:

Discuss with students how a person does not always see, hear, smell, taste, and feel things that are around him because he/she does not notice it. To illustrate, have all the students look at the same object. Examples: picture, art object, one side of the classroom, an outside area of the school yard. Have students volunteer to share things they noticed. Ask how many students noticed the same thing and discuss the differences in responses.

Further illustrate how students notice different things by putting a number of objects on a table and have students take a careful look at them. Cover the objects with a tablecloth or paper and remove one. Uncover objects then ask students to name what is missing.

Arrange a number of different-sized balls so that the largest in one group is the smallest in another group. Discuss how the setting that an object is in changes what we notice.

EVALUATION:

Hand out evaluation "Animal Maze" and have students notice or find the hidden animals.

ENRICHMENT/REINFORCEMENT:

Set up experiment centers for each of the five senses. Choose from the following suggestions:

Touch Experiments:
On a table, set up three pans with things for feeling. (Water, feathers, and gravel.) Ask students to tell how these feel without using their hands. (You may have to suggest an elbow or foot).

OBJECTIVE K - 1.1.4

Bring a vibrator to school for the students to experiment with in determining what parts of their bodies help them feel.

Make a "feel bag" and include the following items: (1) different kinds of materials cut in pieces; (2) furs and feathers; (3) all kinds of plastic pieces; (4) all kinds of paper; (5) buttons, cotton, sandpaper and other miscellaneous items. Have students close their eyes, reach into the bag and identify items.

Set up a "touch table." Place a variety of textures on it: sandpaper, fur, cellophane, glazed paper, flannel, velvet, leather, satin, cork, etc. Have students close their eyes. Let several others touch them very gently with different objects such as a piece of paper, a balloon, a paint brush, a feather, a piece of cloth and a cotton ball on different parts of their bodies. Did you feel where you were touched?

Smell Experiments:

Bring a bottle of perfume in a spray container. Tell the students you will spray some in one part of the room. Ask them to tell you when they can begin to smell it. How did the odor get about the room. Take a clear bowl of water and put a drop of food coloring in it and watch the color spread. This is the same way smell moves through the air.

Make some "smelling bottles." Use such items as cloves, vanilla, vinegar, mint leaves, perfume, garlic, and coffee.

Display fragrant things such as: pine-scented soap, other kinds of soap, lemon, apple, onion, peanut butter, molasses, pine boughs, coffee, eucalyptus, mint, camphor and other leaves and flowers. Have a scented candle in the room. Ask students if they have ever smelled any of these scents before? How do they get to your nose?

Sound Experiments:

Tape some students' voices. Listen to them and see if the students can guess who is speaking.

Take the students on a "listening walk" and classify or have the students pick out various sounds.

Arrange a sound experiment table. Display objects that make different sounds such as: a bell, a horn, a drum, a whistle, and rhythm instruments. Blindfold students and play guessing games with these items.

Put a stethoscope out and have students listen to each other's heartbeat and experiment with sounds in the room.

OBJECTIVE K - 1.1.4

See Experiments:
Have a few students go into the closet or a darkened place for a few minutes. When they come out, give them a mirror so they can watch their pupils. What do your eyes look like after you have been in the dark? Do they get larger or smaller when you come into the light? If the light is too bright when you come out of a dark place, what can you do to keep the light out?

Show pictures that have something wrong with them such as a man without a shoe. Let students tell what is wrong. Discuss that some students notice things faster.

Show an object and ask students to find something bigger or smaller than the object.

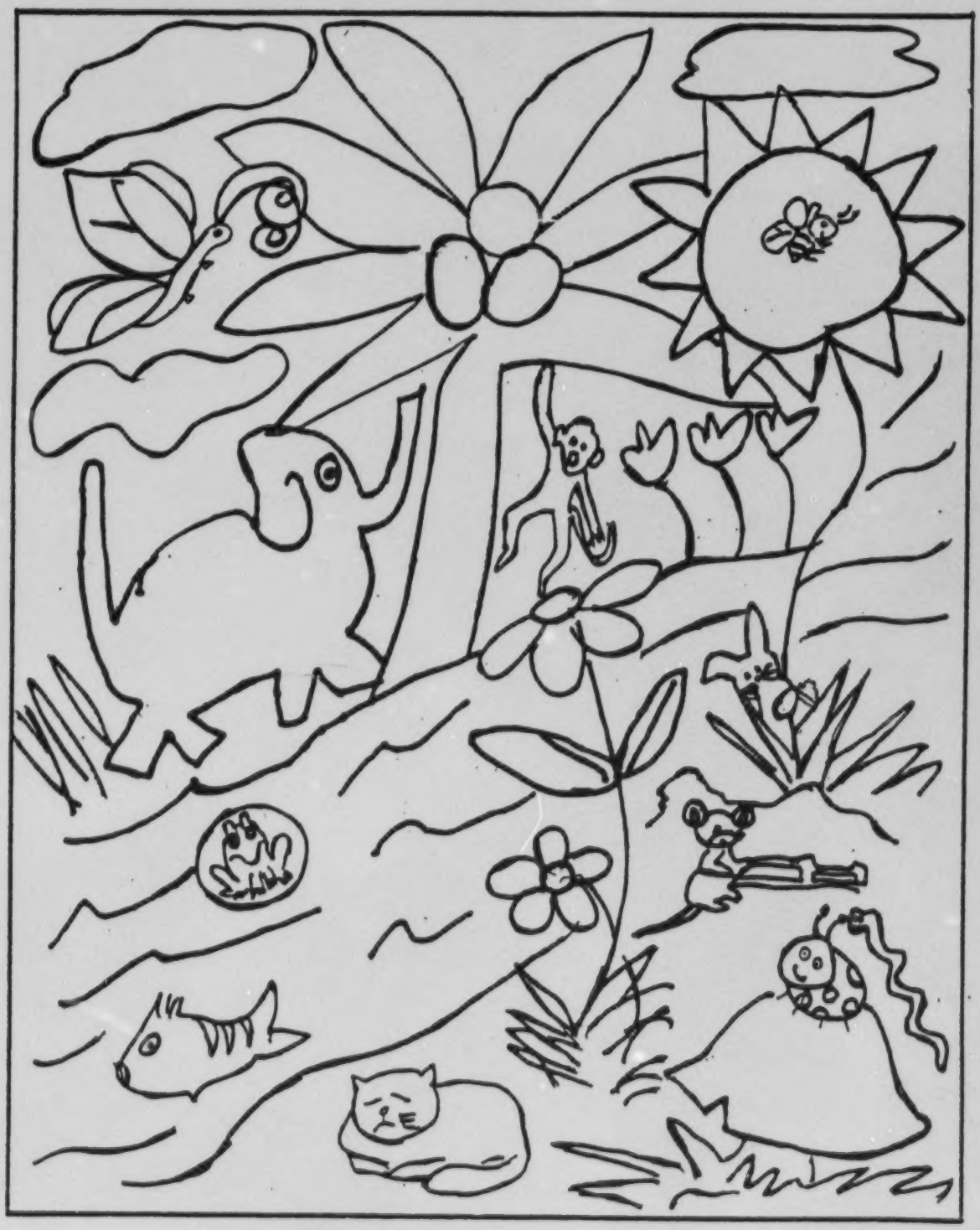
Present some blocks to the students. Ask: How can you tell one block is bigger, smaller or the same size as another?

Take a "shape walk" around the schoolyard and have students look for many different shapes?

Taste Experiments:
Have a tasting party. Blindfold students for part of the experiment and have them identify the foods by taste.

Plan a trip to the Jacksonville Museum of Arts and Sciences to see the Five Senses Exhibit.

Objective K - 1.1.4 "Animal Maze"



KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
K-1.1	The senses allow man to interpret his environment	2-3 weeks	Health Test	Nell Hale, et. al, Kindergarten Keys (Oklahoma City, Economy Co. 1970), Supplementary Unit: Seasons pp. 1-33.	TEXTBOOK Richmond , Julius B., et. al, Health and Growth: 1 (Glenville, Illinois: Scott, Foresman, and Company 1971), pp. 7-23. KITS American Guidance Services, Peabody Language Development Kit. TEACHING PICTURES David C. Cook, Your Five Senses.**

*Duval County School Board Film Library

+Health Education Supervisor

**School Media Centers

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
K-1.1	The senses allow man to interpret his environment.	2-3 weeks	Health Test		FILMSTRIPS Walt Disney Educational Media Co., You and Your Health, Series.** + National Geographic Society Education Services, Your Senses How They Help You.** + FILMS You and Your Senses.* Health - Your Senses and Their Care.* Learning To Use Your Senses.* Most Important Person: Senses.*

*Duval County School Board Film Library + Health Education Supervisor
**School Media Center

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
K-1.1	The senses allow man to interpret his environment.	2-3 weeks	Health Test		FIELD TRIPS Jacksonville Museum of Arts and Sciences. Tree Hill.

*Duval County School Board Film Library + Health Education Supervisor
**School Media Center

GRADE LEVEL: Kindergarten

THEME: Physical, Mental, and Social Health

PRIMARY IDEA: 2.0 Development in individuals may be altered by factors in the environment.

SECONDARY IDEA	OBJECTIVES
K - 2.1 Certain safety practices should be used in situations involving activities and the use of tools.	The student will demonstrate ability to identify safety rules by: K - 2.1.1 recalling the rules for being a smart pedestrian; K - 2.1.2 applying the rules for crossing the street safely; K - 2.1.3 identifying the rules for boarding, riding, and exiting a school bus safely; K - 2.1.4 naming the rules of bicycle safety; K - 2.1.5 listing safe places to play and safety rules to follow while playing; K - 2.1.6 illustrating the dangers of accepting rides and talking to strangers; and K - 2.1.7 showing safe ways to handle tools, toys, and materials.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Pedestrian Safety	K.C.2	30 minutes

OBJECTIVE K - 2.1.1 Recall the rules for being a smart pedestrian.

INSTRUCTIONAL MATERIALS:

Dr. Rosemary Y. Spencer, et al, Traffic Safety Education. (Tallahassee, Florida: Florida Department of Education.)
Transparencies: "A, B, C, and D."
Filmstrip Series: Walt Disney, Winnie The Pooh on the Way To School.
Filmstrip: "Tigger Becomes a Pedestrian."

PROCEDURE:

Show each transparency and use suggested questions to stimulate discussion.

Transparency A
What is the person in the picture doing?
What is a pedestrian?
What danger in the picture does the pedestrian need to be aware of?

Transparency B
How can the pedestrians in this picture use their eyes and ears to avoid an accident?

Transparency C
If there are no sidewalks, where should you walk? (Explain that the side of the road has two shoulders just as people do, then have them touch their shoulders. Instruct them to walk facing the traffic when walking on the shoulders.)

Show filmstrip "Tigger Becomes a Pedestrian" and ask students to listen for safety rules when walking.

EVALUATION:

Read the following statements to students. Ask them to raise their hands if what you read about walking safely is right and to leave their hands down if it is wrong.

OBJECTIVE K - 2.1.1

right 1. A person who walks is called a pedestrian.

right 2. The color of your clothes is important when you walk to school on dark days.

wrong 3. If groups stay close to the curb, they do not have to walk on the sidewalk.

right 4. Where there is no sidewalk, you should walk so that you can see the cars coming toward you.

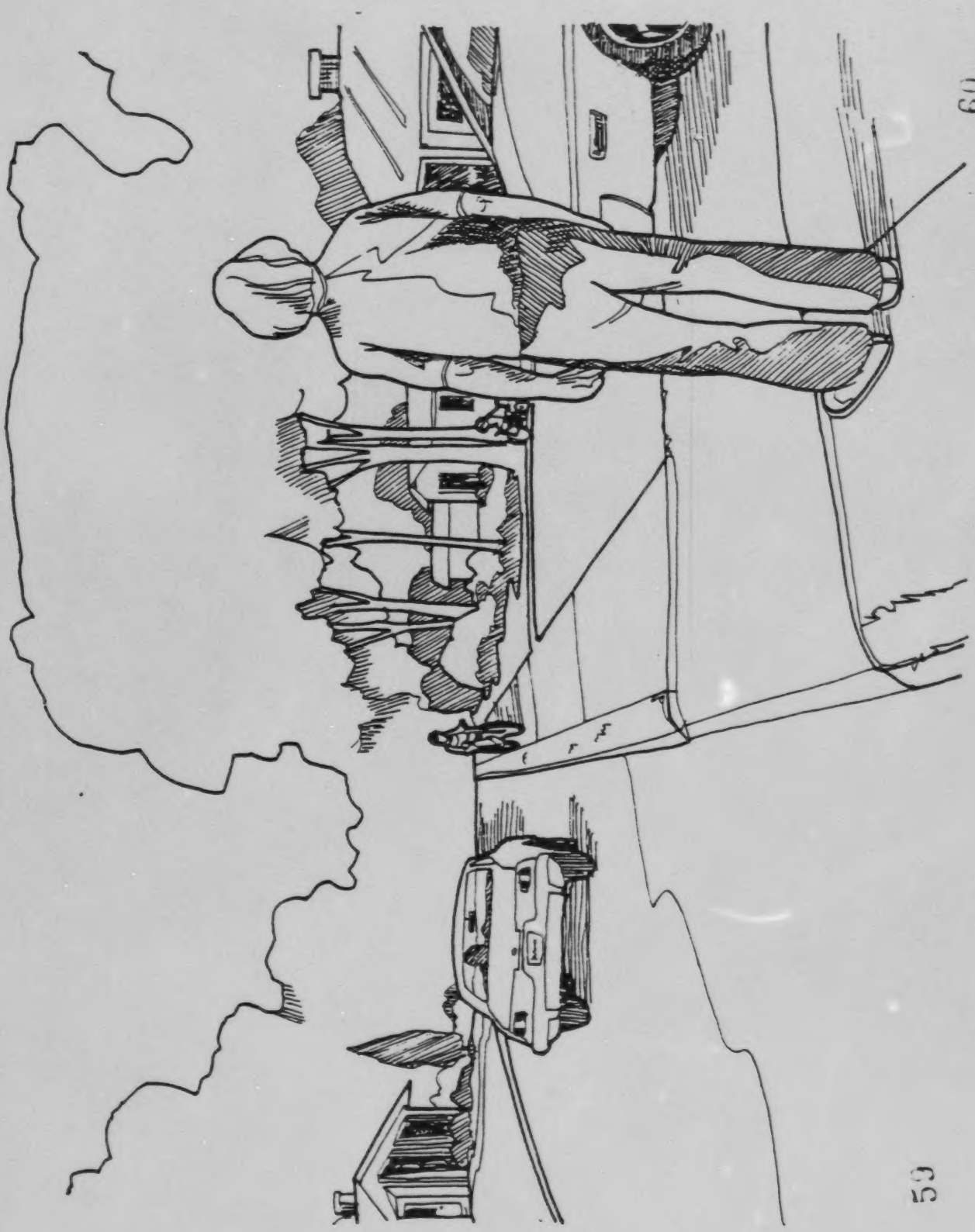
wrong 5. You should pick up anything you find if it looks interesting.

ENRICHMENT/REINFORCEMENT:

Conduct the following experiment to illustrate the importance of wearing light colored clothing on dark days.

Darken the room. Have students with light colored clothing stand on one side of the room and students with dark colored clothing stand on the other side. Ask students which group can be seen most clearly. To demonstrate the effect of attaching a light object to dark clothing, have students cut out large, white circles and pin them on students wearing dark clothing.

Play "Follow the Leader" by having students form a large circle and choosing a leader to stand in the center to demonstrate walking safely. Have students in the circle copy the leader as they move around in a circle.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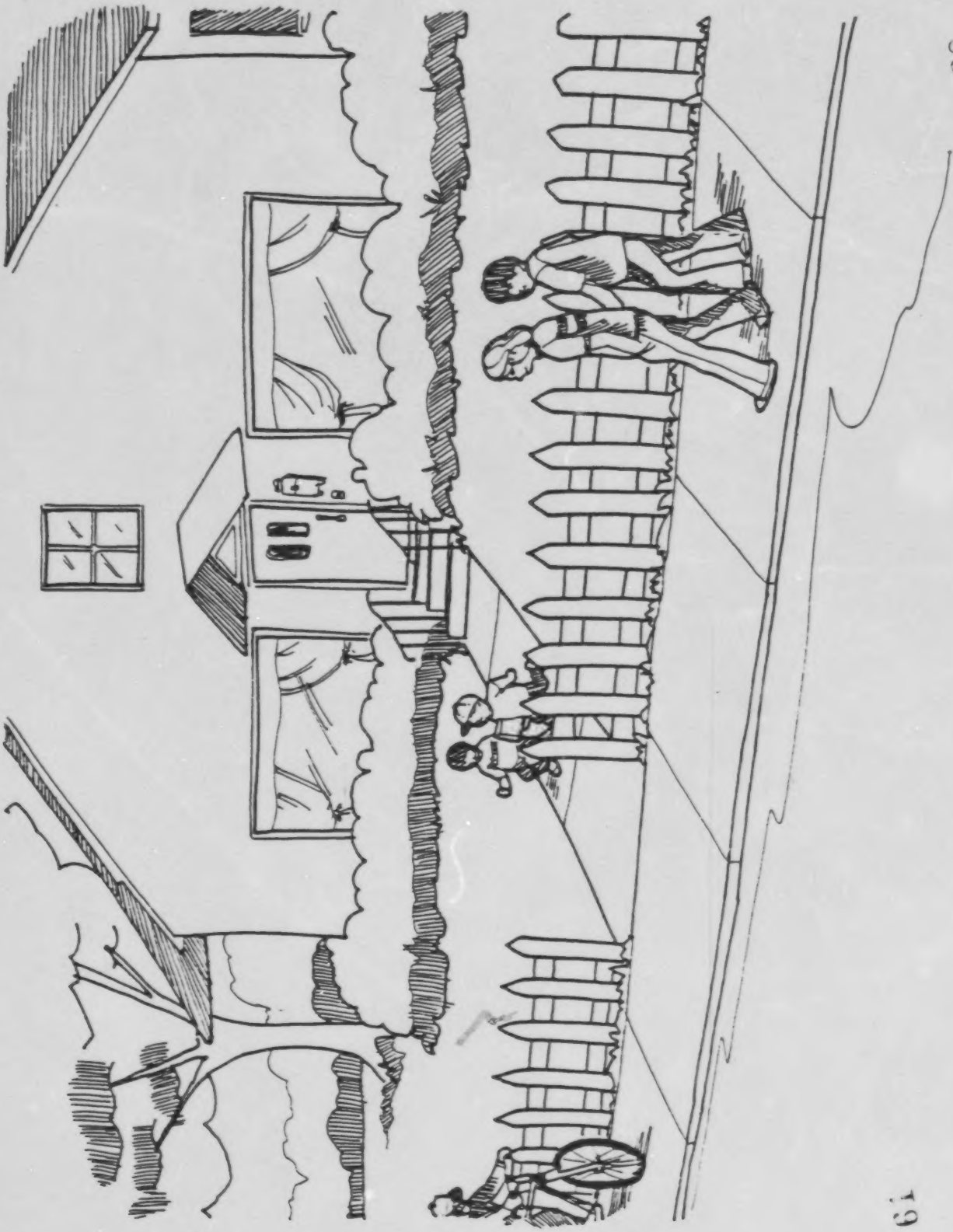
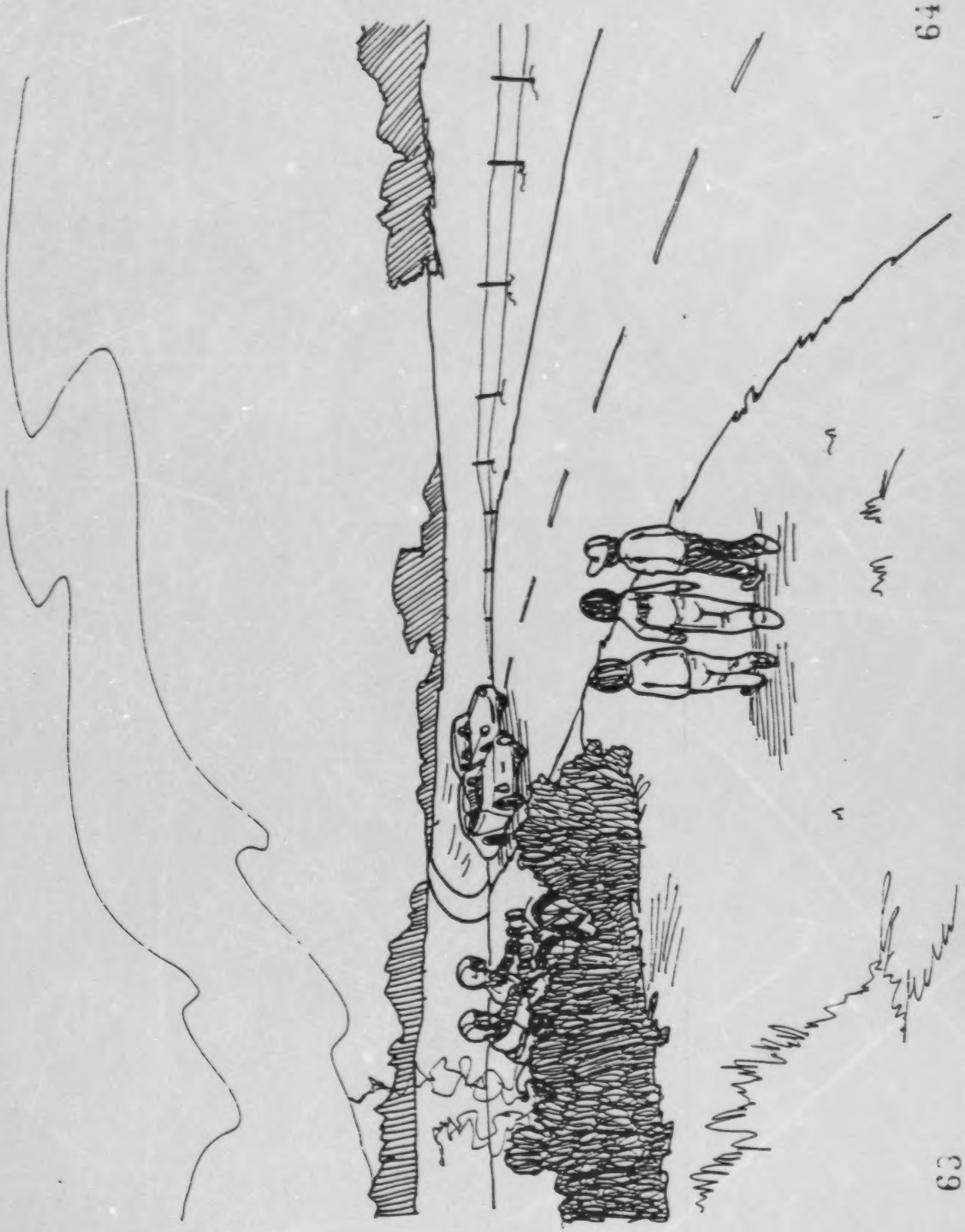


Objective K - 2.1.1 Transparency C



LESSON PLANS

CONCEPT/SKILL Pedestrian Safety	TEST IMS K.C.2	ESTIMATED TIME 30 minutes

OBJECTIVE K - 2.1.1 Recall the rules for being a smart pedestrian.

INSTRUCTIONAL MATERIALS:

Filmstrip Series: Walt Disney, Winnie The Pooh on the Way To School
Filmstrip: "Eeyore Takes a Walk."
Record or tape of traffic sounds (optional)

PROCEDURE:

Help students to think through the parts of the body used to walk safely.
For example:
I use my eyes to .....
I use my ears to .....
I use my legs and feet to .....
I use my arms and hands to .....
I use my mouth to .....

Show filmstrip "Eeyore Takes a Walk."

EVALUATION:

Read the following statements to students. Ask them to raise their hands if what you read is right and to leave their hands down if it is wrong.

right 1. There are some rules to follow when walking to school.

wrong 2. Dawdling means walking fast.

wrong 3. You can cross the street safely any place along the block.

right 4. You should not pick up trash.

right 5. It is important to arrive at school on time.

ENRICHMENT/REINFORCEMENT:

Play a record or tape of traffic sounds. If not available, students may listen at an open window. Identify loud and soft sounds. Have them notice if the softer sounds are related to the noise being far or near.

Tap a rhythm on your desk with your pencil or hand. Have students walk to the speed and adjust as you vary the pace. Relate this activity to getting to school safely and on time.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Crossing Street	K.C.4, 1.C.8	30 minutes

OBJECTIVE K - 2.1.2 Apply the rules for crossing the street safely.

INSTRUCTIONAL MATERIALS:

Filmstrip Series: SVE, Safety Adventures of Lollipop Dragon.
Filmstrip: "Choosing a Safe Way To Cross the Street."
Dr. Rosemary Y. Spencer, et al, Traffic Safety Education (Tallahassee, Florida: Florida Department of Education.)
Transparencies "E, F, and G. (master included)
Activity sheet: "Traffic Light" (Master included, make a copy for each student.)

PROCEDURE:

Show filmstrip "Choosing a Safe Way To Cross the Street." When the filmstrip breaks for discussion, talk about why we need rules for crossing the street.

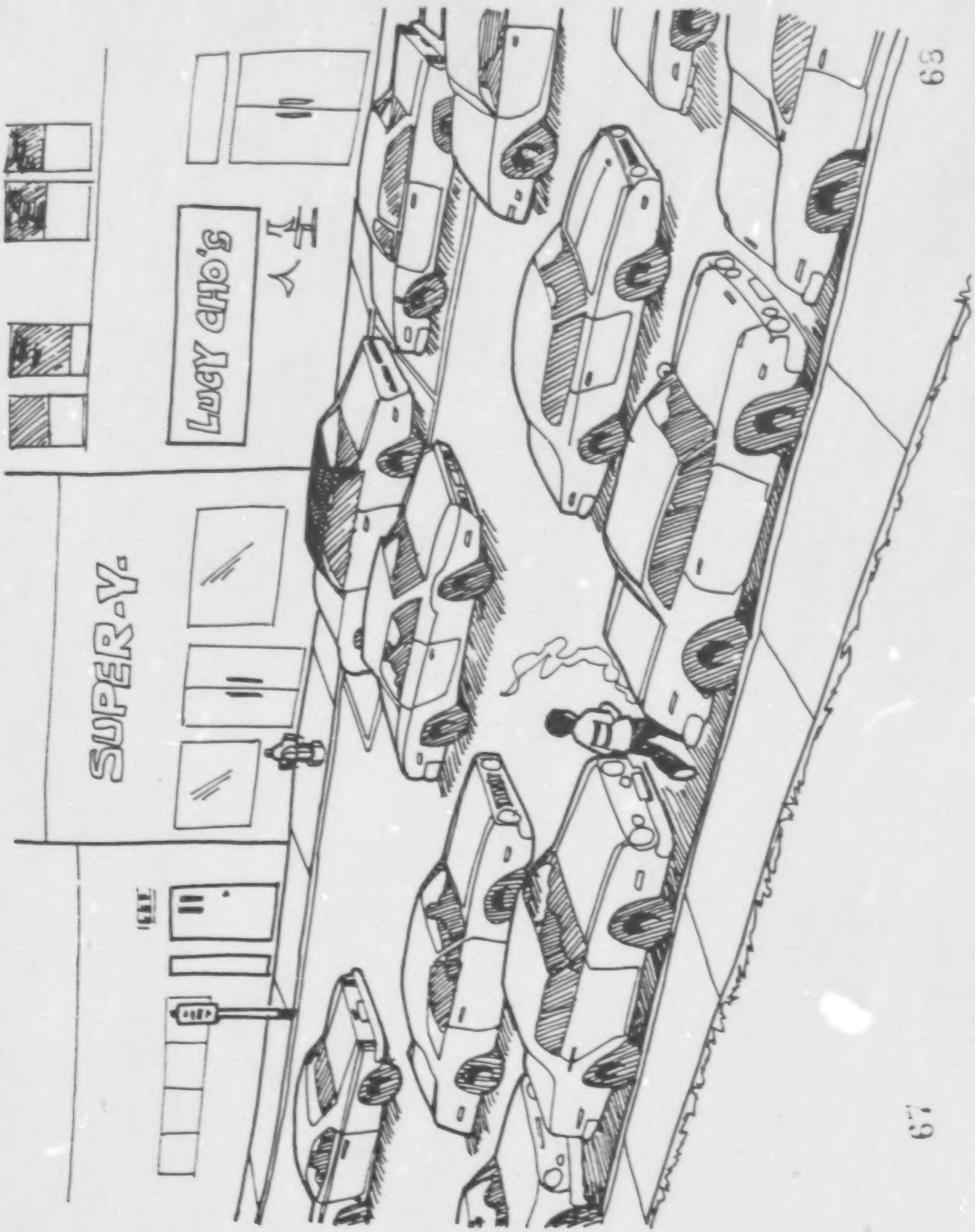
EVALUATION:

Show transparencies and explain the situations. Point out the traffic signal if appropriate and read what it is saying. Have students draw a happy face if the people in the pictures are obeying a safety rule and an unhappy face if they are not.

ENRICHMENT/REINFORCEMENT:

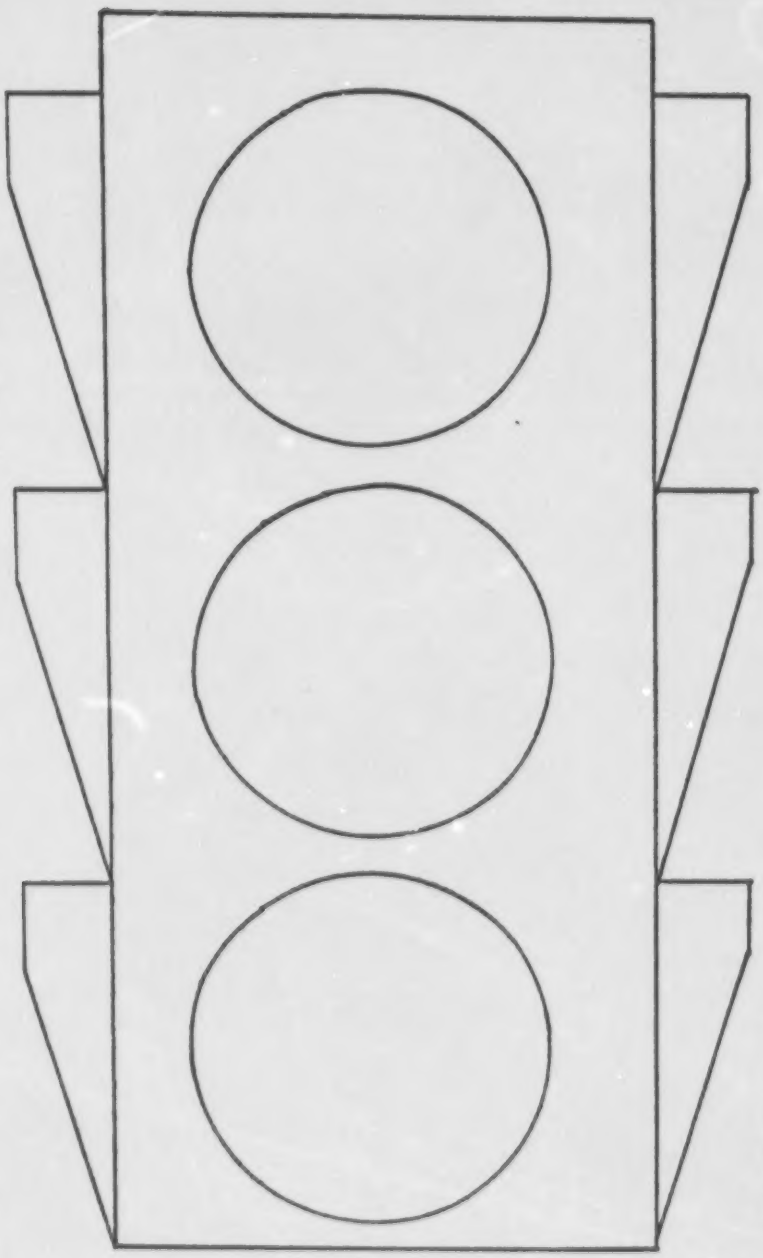
Have students make a traffic light. Cut circles of red, yellow, and green construction paper and paste them in the appropriate places on the traffic light or color in the circles with crayons or felt markers. Attach a piece of string or scotch tape to each light so students can hang them in the room.

Play a game of Red Light - Green Light. Choose one student and ask him/her to be the policeman. The policeman goes to the end of the room. The rest of the students stand at the other end of the room or if on the playground, stand behind a specified line. When the policeman says, "Green Light" or "Go," all the students begin to walking towards him. Before they reach him, he shouts, "Red Light!" or "Stop!" Anyone who moves after either of the commands "Red Light" or "Stop" has been given is out of the game and must sit down. The policeman then shouts, "Go" or "Green Light" and the students race back to the starting line with the policeman in pursuit. If he tags a student, that student is out. The game continues until one student is left. He/she becomes the policeman or selects another student to be the policeman. The game goes on until everyone has had a chance to be the policeman, unless the group is a very large one.


SUPER-Y
LUCY CHO'S

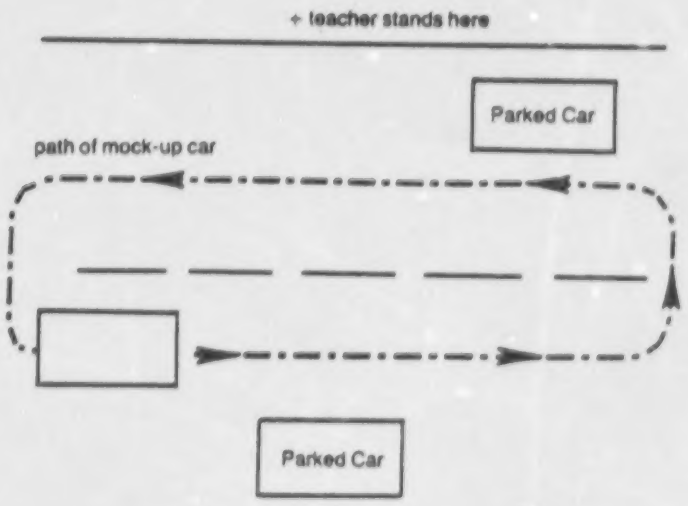
HAMILTON ST.
JOE'S
WALK
DONT WALK

WALK



OBJECTIVE K - 2.1.2

Set up the following situation and follow the proceeding four steps.



1. Line children up in a single line and have them sit to watch.
2. Explain mock-up car to be in motion (slow, steady speed) and parked cars. Explain need to a) stop at curb; b) listen for parked car engine and look for driver to be sure parked car is not going to start to move; c) proceed to car edge to now look L-R-L in preparation to cross.
3. Present and explain the following situations that may arise.

    a. Child being picked up by parent with car parked on other side of street.
    b. Child being called home for dinner by parent.
    c. Child being called to play by friends, etc.

4. Call child across in urgent or annoyed tone. As soon as child reaches you, have class call child back by using any excitable phrase ("We're going to skate; dog chasing you") that they can. Have each child cross at least three times.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Crossing Safely	K.V.2, K.C.2, K.C.5	30 minutes

OBJECTIVE K - 2.1.2 Apply the rules for crossing the street safely.

INSTRUCTIONAL MATERIALS:

Metro-Dade Department of Traffic and Transportation, Pedestrian Safety Program.
Chalk or masking tape
Three mock-up cars (Hand-held cars for students to use in activities. Make from cardboard boxes, draw wheels, and cut out slots for student's hands.)

PROCEDURE:

Conduct the following activity designed to teach the proper way to cross the street by first making a "left-right-left" search when called across the street, where parked cars are present. This activity can be done in the classroom, hallway, cafeteria, courtyard, blocked-off street, or wherever appropriate space can be found.

Explain the importance of only crossing the street after having looked for cars and found none coming. Guide the class through the look "left-right-left" sequence by having students stand by their desks and repeating "left-right-left" while turning their heads in the appropriate direction. Explain that from now on anytime they cross the street in the activity they are to practice saying "left-right-left" and looking for cars. Mark their left hands with chalk, explaining this will help them remember their left hand. Explain the reason for looking left first is because cars approach from that side first.

Objective K - 2.1.2

EVALUATION:

Successful completion of crossing the street by using the "left-right-left" search in the activity correctly in at least five out of six crossings.

ENRICHMENT/REINFORCEMENT:

Play a game similar to dodge ball, to give students practice in understanding the time-distance problem.

On the floor, mark off two parallel lines, each six feet long, with tape or chalk to represent curb or side of street. At the end of one curb, place several students and give each a volleyball to roll. Place an equal number at the end of the other curb to catch the balls.

Explain to students, again, the importance of looking out for cars before crossing. Select a student to cross the street after looking "left-right-left" without being hit by any of the balls rolling down the street. Vary the speed of the balls so that if the pedestrian is using good judgment he will have sufficient time to cross without getting hit.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Crossing Safely	K.C.5	30 minutes

OBJECTIVE K - 2.1.2 Apply the rules for crossing the street safely.

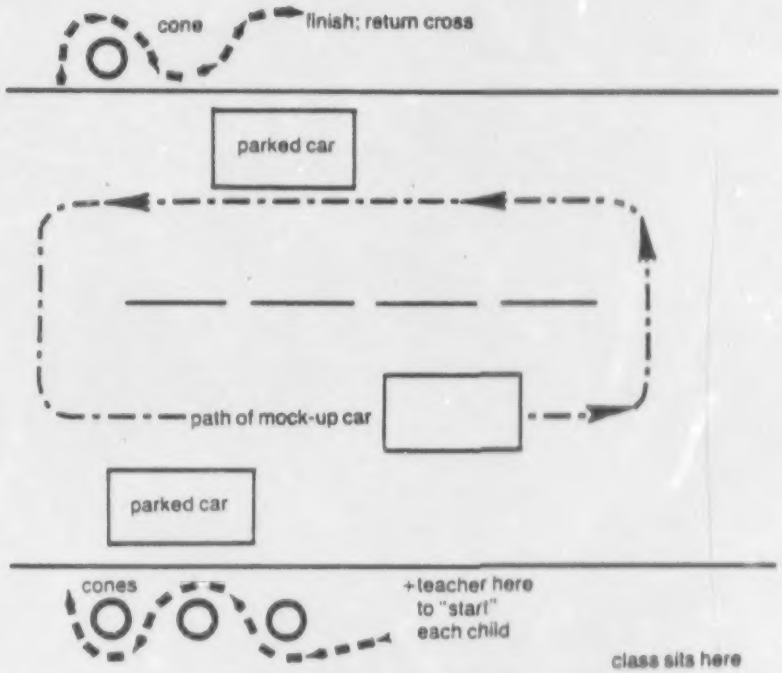
INSTRUCTIONAL MATERIALS:

Metro-Dade Department of Traffic and Transportation, Pedestrian Safety Program.
Three mock-cars
Four chairs or cones

PROCEDURE:

Conduct the following activity which gives students the opportunity to practice the "left-right-left" search behavior before crossing the street in a pursuit situation.

Set up the following situation and follow the proceeding five steps.



OBJECTIVE K - 2.1.2

1. Line up children in single line and have them sit to watch.
2. Explain concept of pursuits, "tag"; follow-the-leader situation. Remind children of proper L-R-L search and to listen for engine and check in parked car for driver before leaving curb, then proceed to outside edge of car for search to proceed to cross.
3. Follow path of arrows around cones and cross having one child following you. Remind children that although following a leader each one must stop and search before crossing. Path is around cones, cross, around cone, and return cross to sit at rear of class.
4. Start first child, hold next child in line until child is ready to cross to avoid "pile-up."
5. Complete entire process three times (six crossings).

EVALUATION

Successful completion of crossing the street by using the "left-right-left" search in the activity correctly at least two out of three times.

ENRICHMENT/REINFORCEMENT

Play the Red Rover game to duplicate the situation of having a student being called across the street by a friend or adult. The class is divided into two teams and lined up on opposite sides of the street. The first student on the "A" side of the street urgently calls to the first child in line on the "B" (opposite) side of the street. The student who was called must cross the street as quickly as possible and hand a small object to the student calling him/her, making sure to perform the "left-right-left" search behavior. The student who called and received the object must then be called back across the street with the object and so on until every student has crossed both ways.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Bus Safety	K.C.2	30 minutes

OBJECTIVE K - 2.1.3 Identify the rules of boarding, riding and exiting a school bus safely.

INSTRUCTIONAL MATERIALS:

Filmstrip Series: SVE, Safety Adventures of the Lollipop Dragon.
Filmstrip: "School Bus Safety."
Dr. Rosemary Y. Spencer, et al, Traffic Safety Education (Tallahassee, Florida: Department of Education.)
Transparencies: "H, I, and J."

PROCEDURE:

Show filmstrip "School Bus Safety" and discuss the questions asked when the filmstrip stops for discussion.

EVALUATION:

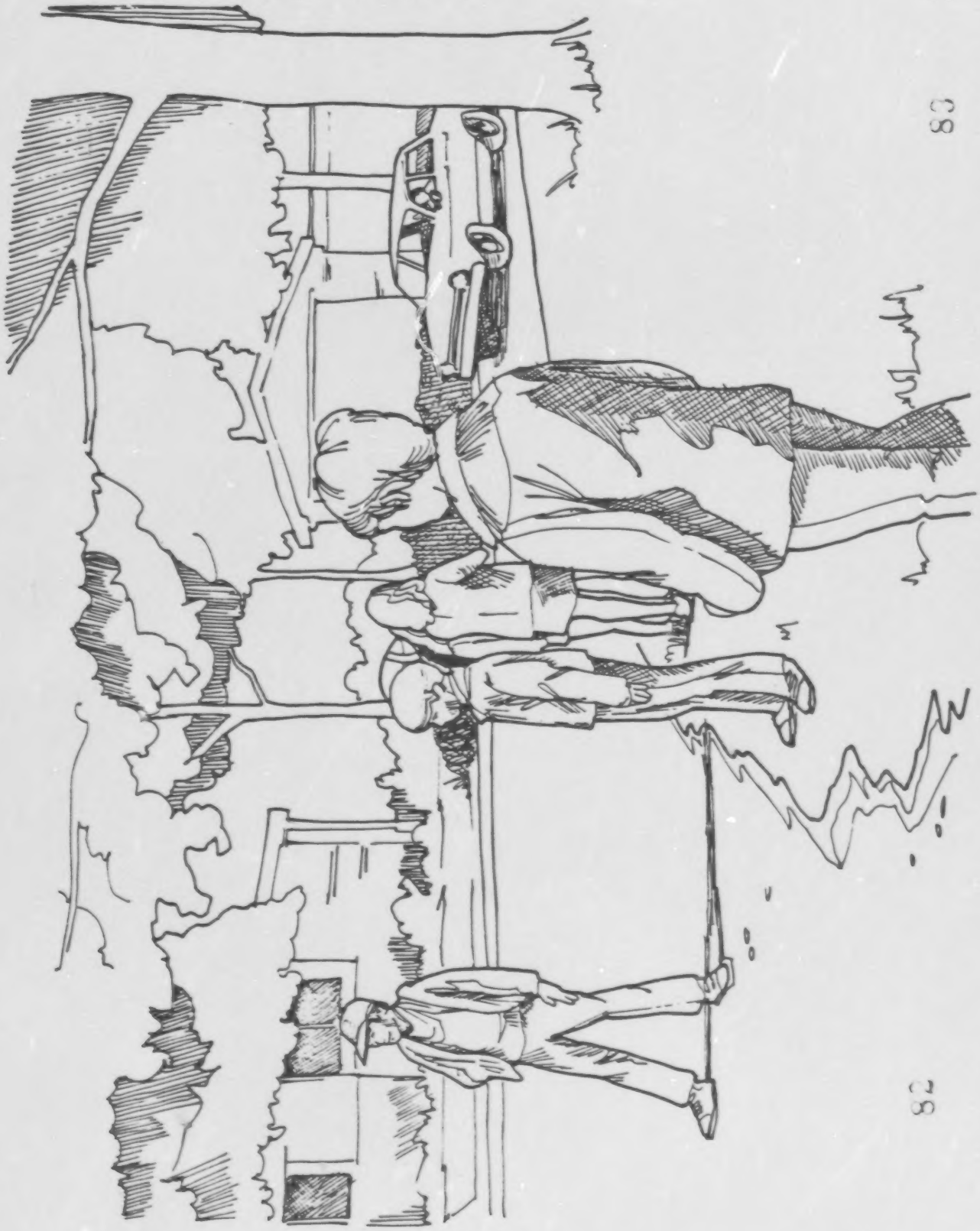
Show transparencies and have students identify what is unsafe and name what safety rule would help make the picture right.

ENRICHMENT/REINFORCEMENT:

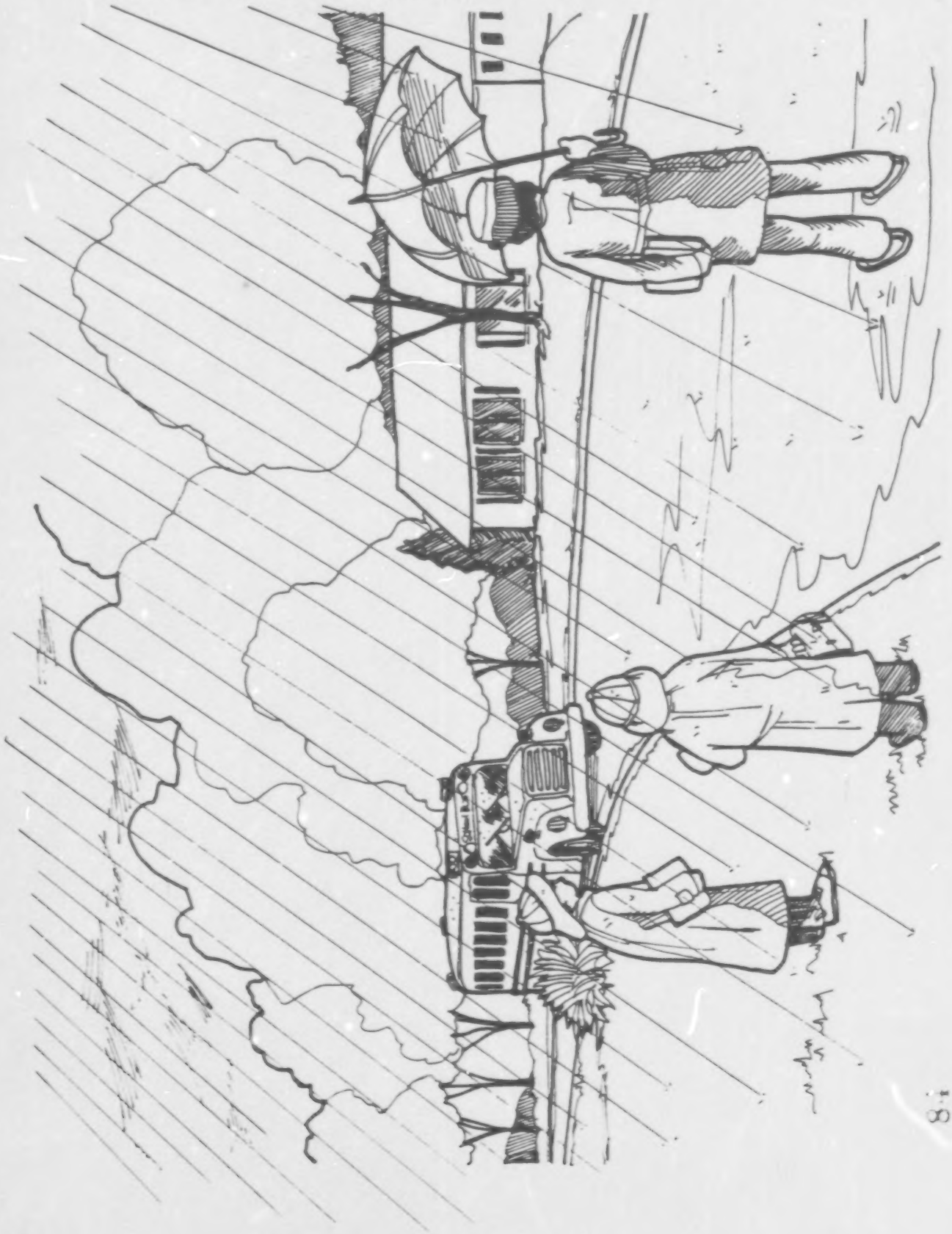
Encourage students who ride the school bus to discuss and compare their bus-riding experiences with those shown in the filmstrip.

Invite a school bus driver to speak to the class about school bus safety.

Objective K - 2.1.3 Transparency I



Objective K - 2.1.3 Transparency J



LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Bus Safety	K.C.2	30 minutes

OBJECTIVE K - 2.1.3 Identify the rules for boarding, riding, and exiting a school bus safely.

INSTRUCTIONAL MATERIALS:

Dr. Rosemary Y. Spencer, et al, Traffic Safety Education (Tallahassee, Florida: Florida Department of Education.)
Transparencies: "K, L, M, and N."
Filmstrip Series: Walt Disney, Winnie The Pooh on the Way To School
Filmstrip: "Pooh Rides the Bus."

PROCEDURE:

Show transparencies and use suggested question to stimulate discussion. Review previous safety rules discussed.

Transparency K
Should the boy be standing in the aisle of the bus?
Is it safe to have books and papers all over the floor?

Transparency L
What is wrong with talking to the driver while he is driving the bus?
Is it O.K. to yell on the bus?
Is the bus a good place to play games?

Transparency M
Could the boy with the arm out the window get hurt?
Why is it important to keep your body inside the bus?
What else is wrong in this picture?

Transparency N
Are the students in the picture exiting the bus safely?

Show the filmstrip "Pooh Rides the Bus" and ask students to listen for right ways to act on the bus.

OBJECTIVE K - 2.1.3

EVALUATION:

Have students raise their hands if the statement you read is right and leave them down if the statement is wrong.

wrong 1. A school bus will wait for students who are not there on time.

right 2. Students should enter the bus one at a time.

wrong 3. Passengers can walk in the aisle while the bus is moving.

right 4. Don't put anything out the window of the bus.

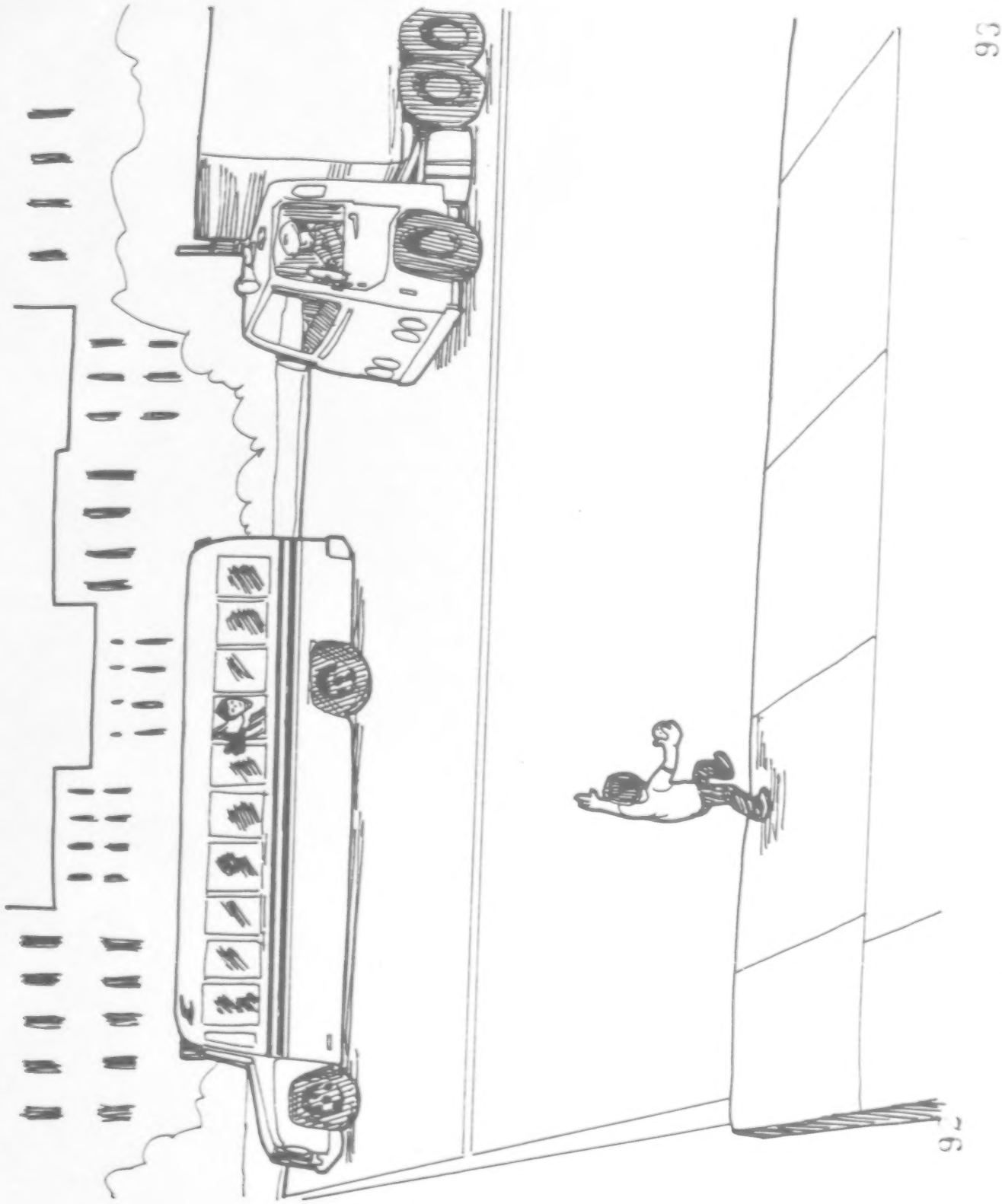
wrong 5. Singing on the bus helps the driver enjoy his job.

ENRICHMENT/REINFORCEMENT:

Practice safety rules by arranging seats to simulate bus seats. Select a student to be the bus driver. Let students practice lining up, entering the bus and taking seats properly. The driver then asks a rider a bus safety question. If the rider gets it correct then she/he becomes the driver. The driver exits with each correct answer until the bus is empty.

89
86

EXIT
STEP



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LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Bicycle Safety	K.C.2	30 minutes

OBJECTIVE K - 2.1.4 Names the rules of bicycle safety.

INSTRUCTIONAL MATERIALS:

Filmstrip Series: Walt Disney, Winnie The Pooh on the Way To School
Filmstrip: "Rabbit Has a Bicycle Ride."
Dr. Rosemary Y. Spencer, et al, Traffic Safety Education. (Tallahassee, Florida: Florida Department of Education.)
Transparencies: "O, P, and Q."

PROCEDURE:

Show transparencies and use suggested questions to stimulate discussion.

Transparency O
Should the boys be riding their bikes side-by-side in the street?

Transparency P
What does the boy in the picture need to look for?
Is it important to be courteous to pedestrians on the sidewalk when you are riding your bike?

Transparency Q
Has the boy in the picture done something unsafe?

Show filmstrip "Rabbit Has a Bicycle Ride" and ask students to listen for safe bicycle rules.

EVALUATION:

Read the following statements to students. Ask them to raise their hand if what you read is right about bicycle safety and to leave their hand down if what you read is wrong.

OBJECTIVE K - 2.1.4

right 1. The same hand signals are used by bike riders and car drivers.

wrong 2. It is safe to ride someone on your handlebars.

right 3. Bike riders must obey the same lights and signal as car drivers.

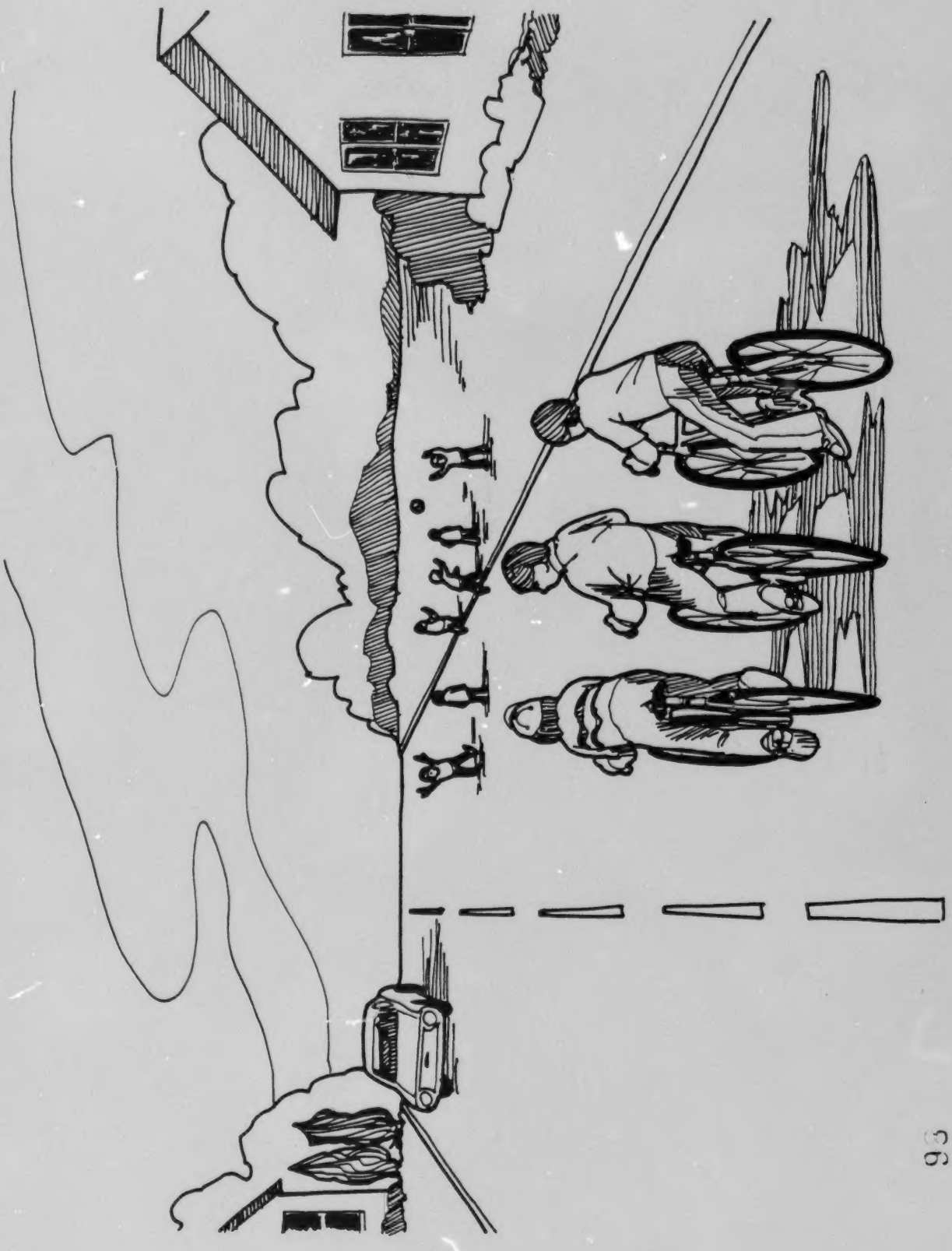
wrong 4. As long as there is air in the tires, bicycles are safe to ride.

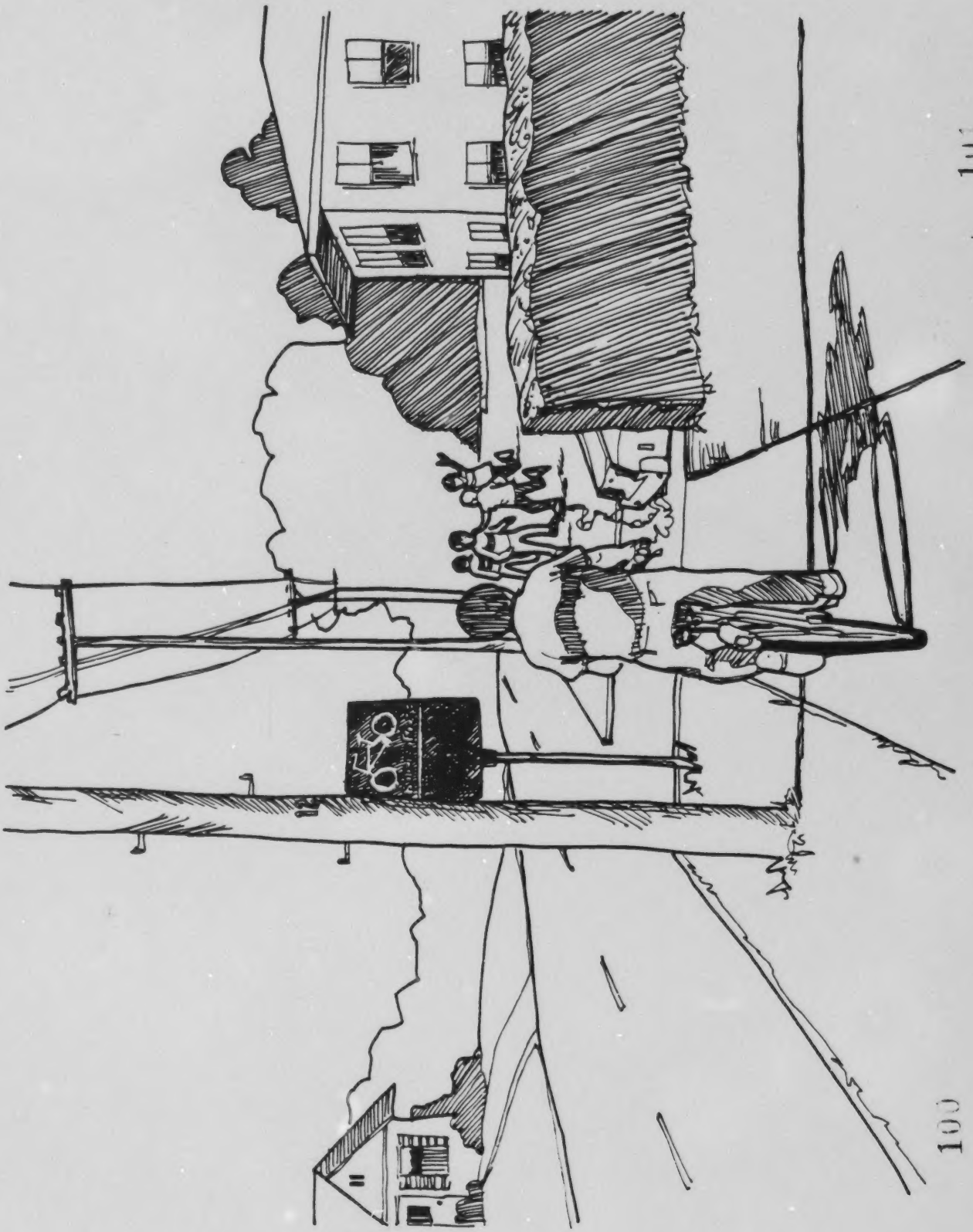
right 5. You need to show courtesy to pedestrians when riding on the sidewalk.

ENRICHMENT/REINFORCEMENT:

Have students cut out triangles and circles to form and make the shape of a bicycle.

Have students lie down on their backs with their feet in the air. Ask them to pretend they are riding a bicycle. Select a leader to tell them how fast to go: fast, slow, faster, slower, slow.

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IC MARKET
MILK
BREAD
SUGAR
FRESH MUIET

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Playing Safely	K.C.2	30 minutes

OBJECTIVE K - 2.1.5 List safe places to play and safety rules to follow while playing.

INSTRUCTIONAL MATERIALS:

Filmstrip Series: Walt Disney, Winnie The Pooh on the Way To School.
Filmstrip: "Tigger Finds an Almost Built House."

SUPPLEMENTARY:

Filmstrip Series: SVE, Safety Adventures of Lollipop Dragon.
Filmstrip: "Remembering and Using Safety Rules."

PROCEDURE:

Show "Tigger Finds an Almost Built House" and ask students to listen to find out why it was an unsafe place to play.

EVALUATION:

Have students respond verbally "yes" or "no," to the following statements:
It is alright to play in a house that is almost built.
Some holes in the ground are deep and dangerous.
Electric wires cannot hurt a person.
A house that no one lives in can be dangerous to play in.
An empty refrigerator is not safe to climb in.
It is alright to play where tools are lying around.
Containers lying around do not have harmful ingredients in them.
Some building site materials have sharp edges.

ENRICHMENT/REINFORCEMENT:

Show "Remembering and Using Safety Rules" from SVE filmstrip series, Safety Adventures of the Lollipop Dragon to illustrate swimming safely and have students recall main ideas.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Playing Safely	K.C.2	30 minutes

OBJECTIVE K - 2.1.5 List safe places to play and safety rules to follow while playing.

INSTRUCTIONAL MATERIALS:

U.S. Consumer Product Safety Commission, A Child-Centered Playground Safety Curriculum Approach.
Coloring book: Play Happy, Play Safely (Master included, make a copy for each student.)
Booklet: Little Big Kids for ages 3-5
Booklet: Medium Big Kids for ages 6-9, pp. 3-6.
Puppet Patterns: (masters included)
Tongue depressors or popsicle sticks

PROCEDURE:

Read "The Story of the Beautiful Queen and the Six Safeties." Cut out patterns of the Six Safeties, Queen, and Guard puppets and mount on tongue depressors or popsicle sticks to illustrate the story as you read.

Use "The Six Safeties" puppets to explain the safety rules for swinging, sliding, climbing, and see-sawing as you hand out coloring pictures to students.

Have students put pages together in a booklet. Assist them in stapling it together.

EVALUATION:

Read the following statements and have students reply orally with the appropriate rules.
When you swing, you should _____.
When you slide, you should _____.
When you climb, you should _____.
When you see-saw, you should _____.

ENRICHMENT/REINFORCEMENT:

Have students color pages in safety rules booklet.

THE STORY OF THE BEAUTIFUL QUEEN AND
THE SIX SAFETIES

There once was a very beautiful queen. But she had so many problems. You see, one of her problems was that all the children weren't playing safely on the playground. What was she to do?

She kept on telling them and telling them and telling them to play safely. She asked and pleaded with them again and again to play safely on the playground. But they would not listen... they just would not listen.

The beautiful queen then sent out her guard. She told him to talk to all the people to see if they could come up with the answer to her problem.

The guard came to a small house... and in this small house lived the Six Little Safeties:

Frog, mouse, skunk, bear, dog, and penguin. The guard knocked at the door and frog came out and said "Hi."

The guard said, "Can you help us?"

The guard explained everything to each of the six safeties. Then the safeties went up to the queen.

The queen said to the six safeties, "Can you help me? I want to have all the children safe. They are not safe now...they hurt themselves when they go to the playground." So the six safeties went outside onto the playground with the queen. There were six little children there.

The children were playing on swings, the sliding boards and other things.

There was one playing on the sliding board. He was climbing up the slide... when he fell back and hit his head. Well, it did not start bleeding or anything. But it sure did hurt.

There was another little girl playing on the swing. She jumped off and hit her knee. It started to bleed.

Then there was another little boy... he was hurt when he got hit by the swing. You see, he stood straight in front of the swing, and someone hit him really hard with his shoes. He fell straight down and hurt himself real bad.

Then there was this other little girl who was sliding down the sliding board. Her friend was waiting behind her to take a turn. He pushed her down before she was ready, and she bumped right into her friend and hurt her. The queen, the guard, and the six safeties stood and watched all these accidents happening.

The Six Safeties decided to find out why the children were not playing safely.

So they went over to one of the little children whose name was Dina. They asked Dina, "Dina, Why are you climbing up that sliding board?" And the Six Safeties said, "Is it safe to do that?" Dina said, "No it isn't. Who cares? I won't get hurt."

So the Six Safeties let Dina go up. She ended up hurting her back really bad. Then the Six Safeties asked the other children if they saw what happened to Dina. They said, "Yes, but that won't happen to me." And the Six Safeties said, "That's just what Dina said, and look what happened to her." But the other children continued to play unsafely.

So, the Six Safeties decided to go and see the queen again.

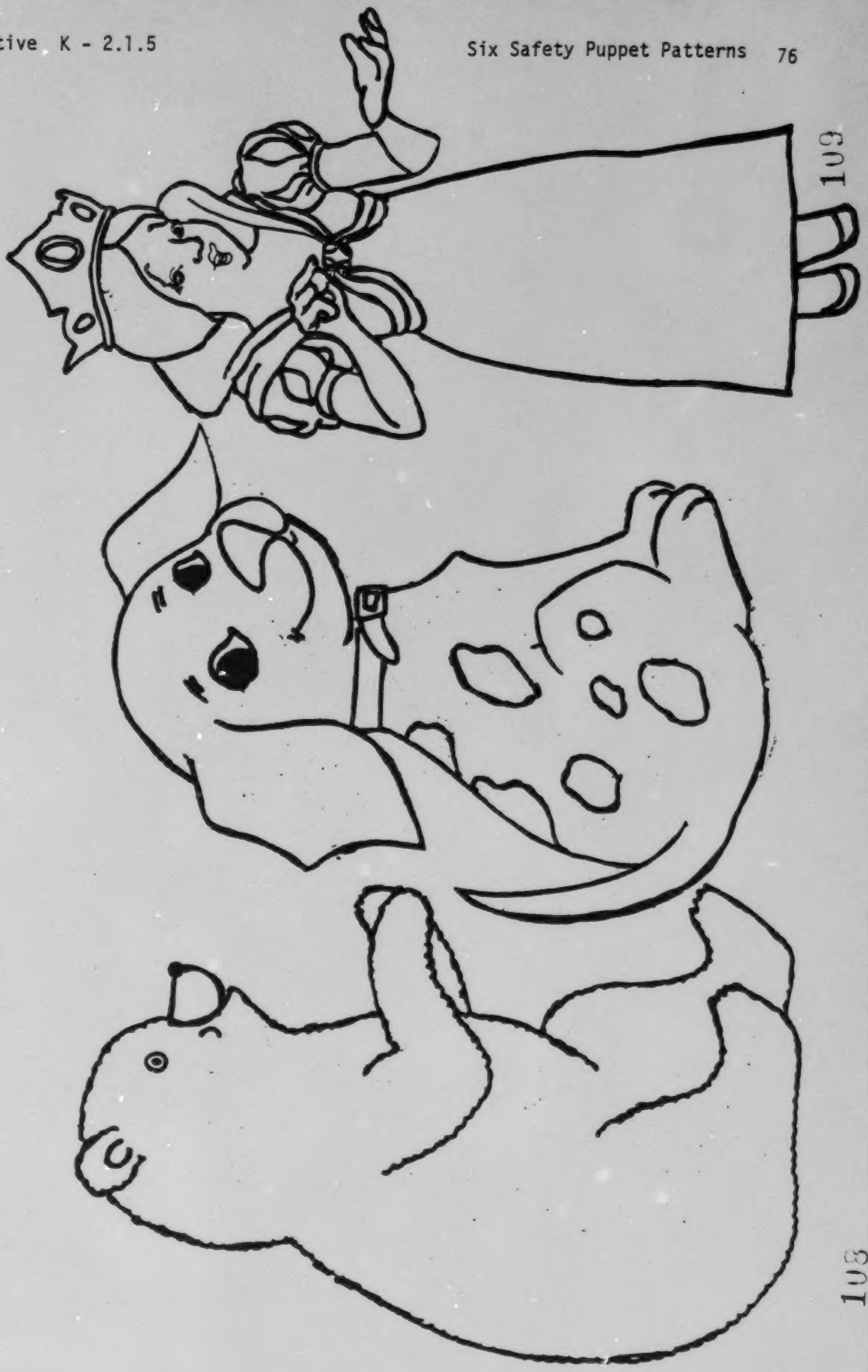
They told her what happened and said they had a plan. They would go and talk with the parents of all the children and ask for their help. The queen thought that was a wonderful idea.

The Six Safeties then went to the houses of all the children and told the parents the problem. They all decided that every day each of the Six Safeties would play with one of the children. They would teach the children to play safely and show them how to play at the playground without getting hurt.

The next day the six children and the Six Safeties went to the playground and the Safeties made sure the children played safely. They showed them that they could have lots and lots of fun without doing anything dangerous.

After a week the children thanked the Safeties, because nobody had even a skinned knee or a bump on the head.

The Six Safeties went back to the queen and told her what had happened. She was overjoyed and praised the Six Safeties for their good work. She wanted to see for herself, though. So, the next day the queen and the Six Safeties went to the playground. They saw all the children playing safely.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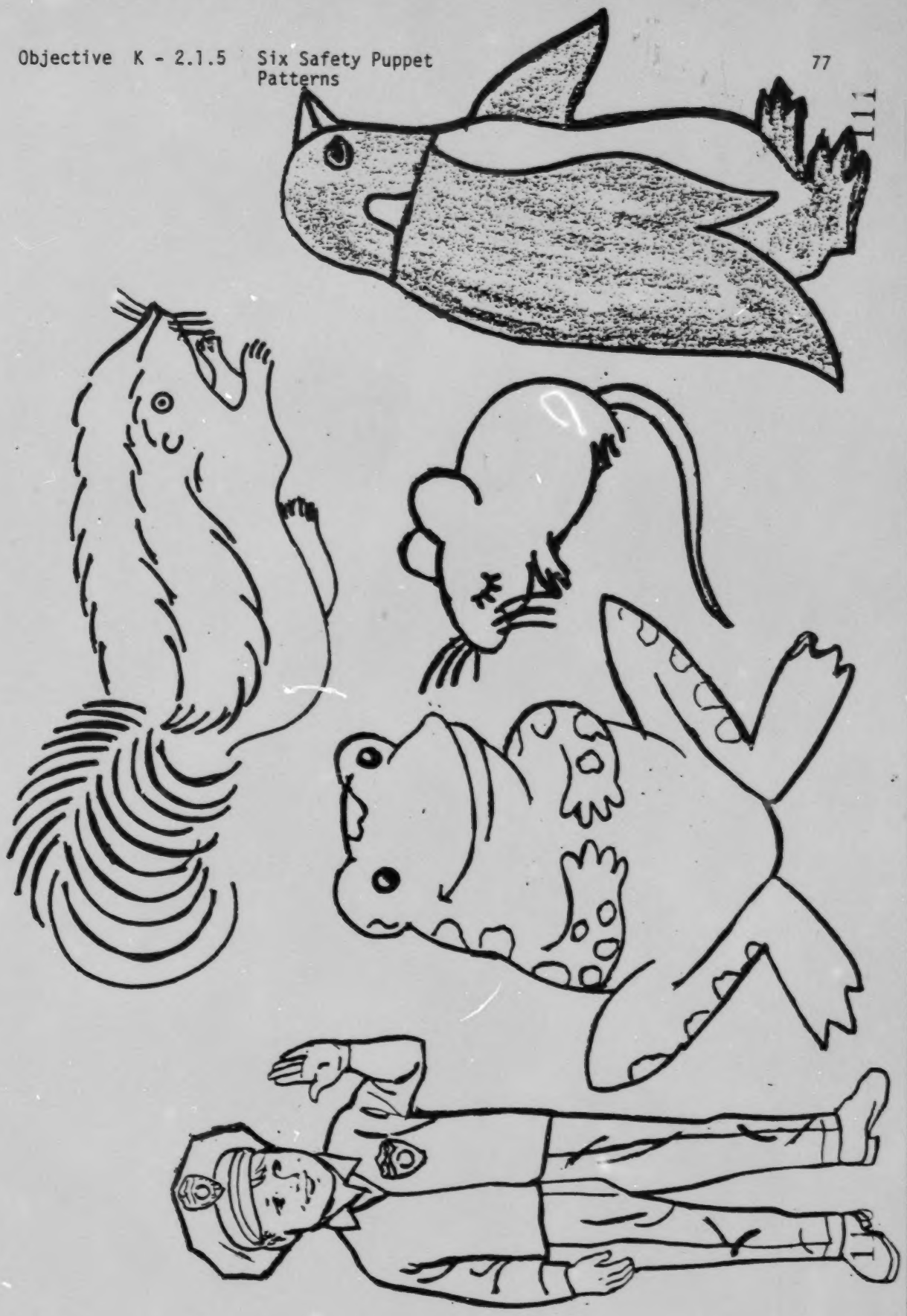
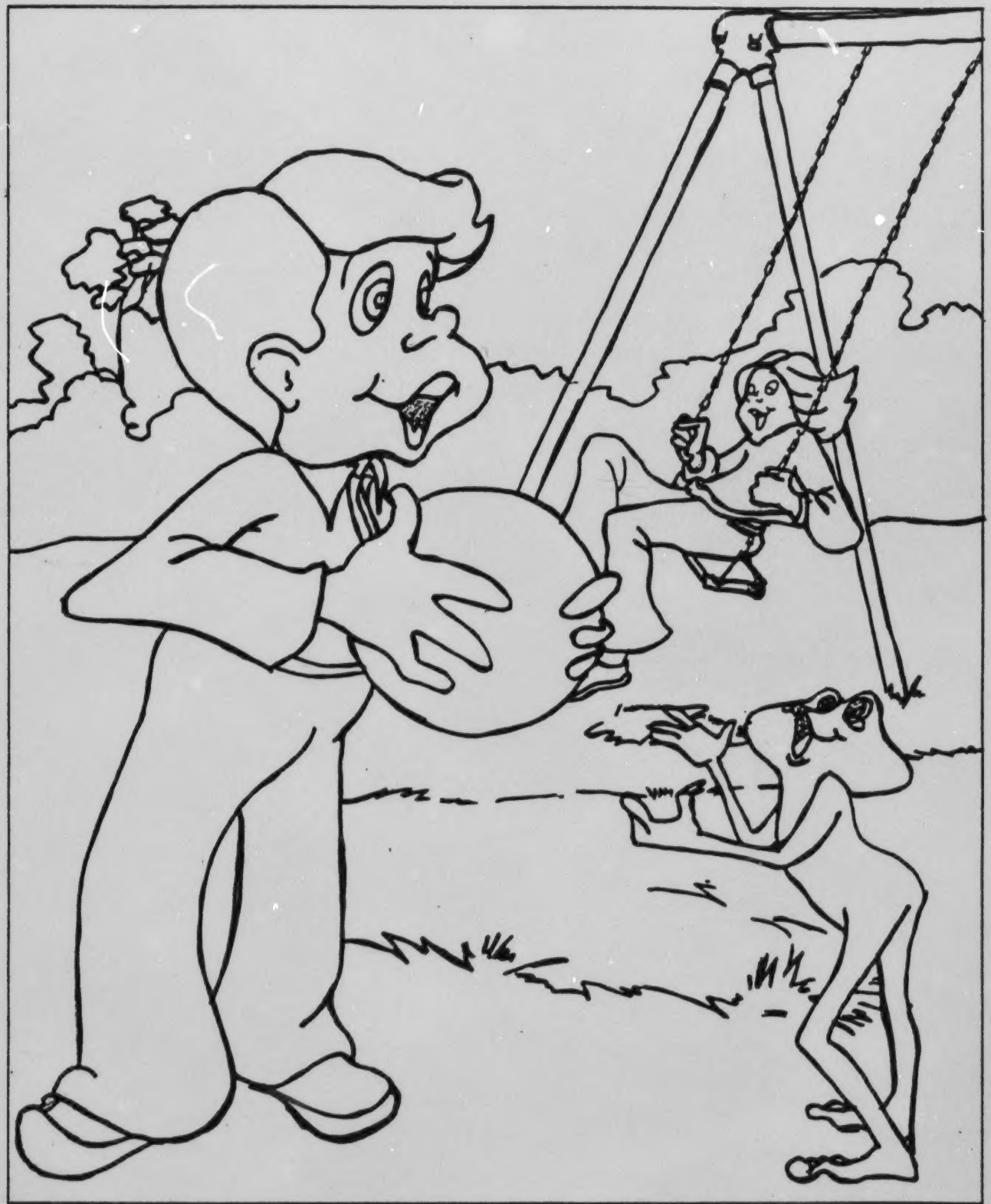


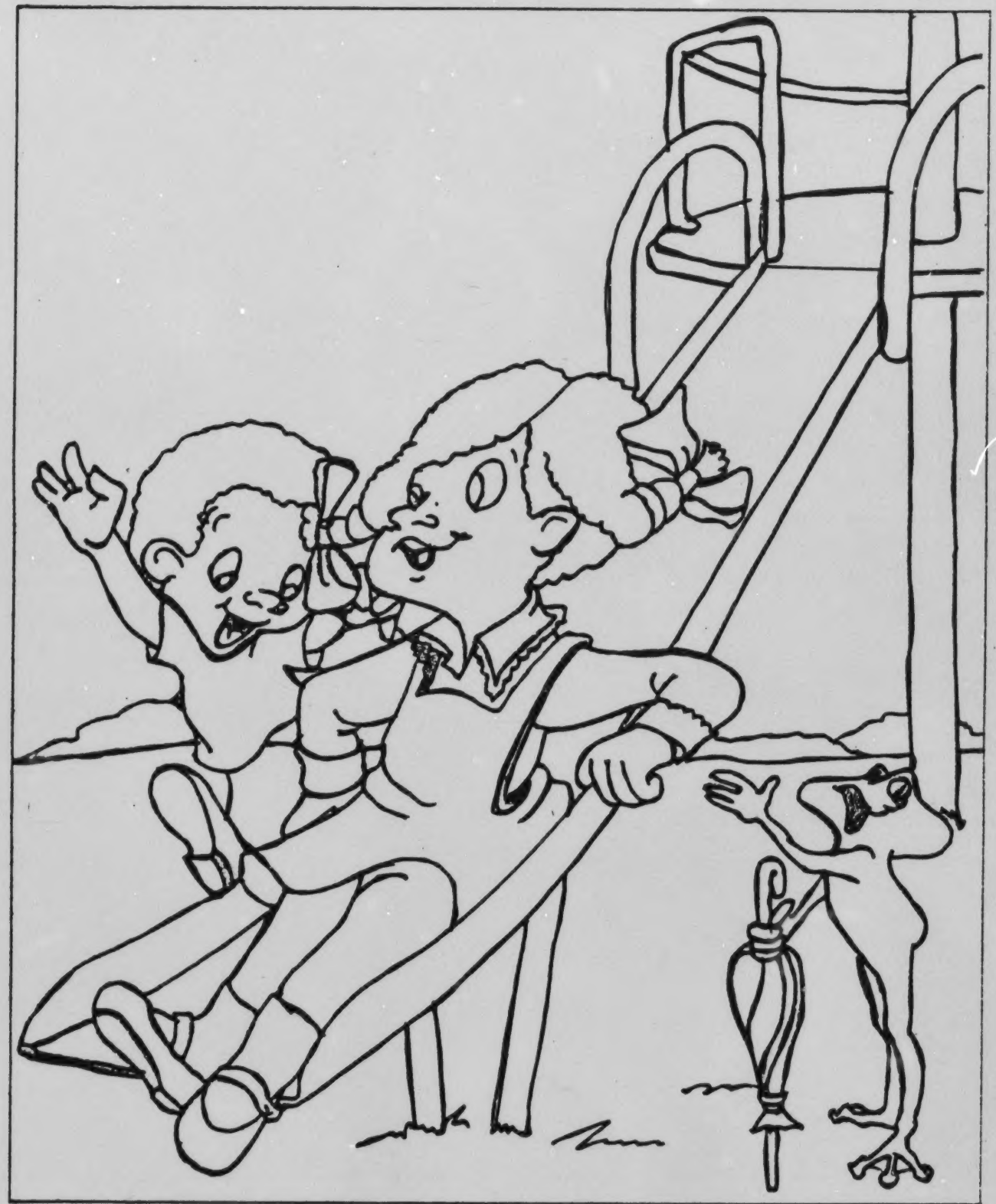
Objective K - 2.1.5

Have fun swinging, but always stay seated -- you could fall out if you stand up.

Hold on with both hands when you swing, and stop completely before you get off.

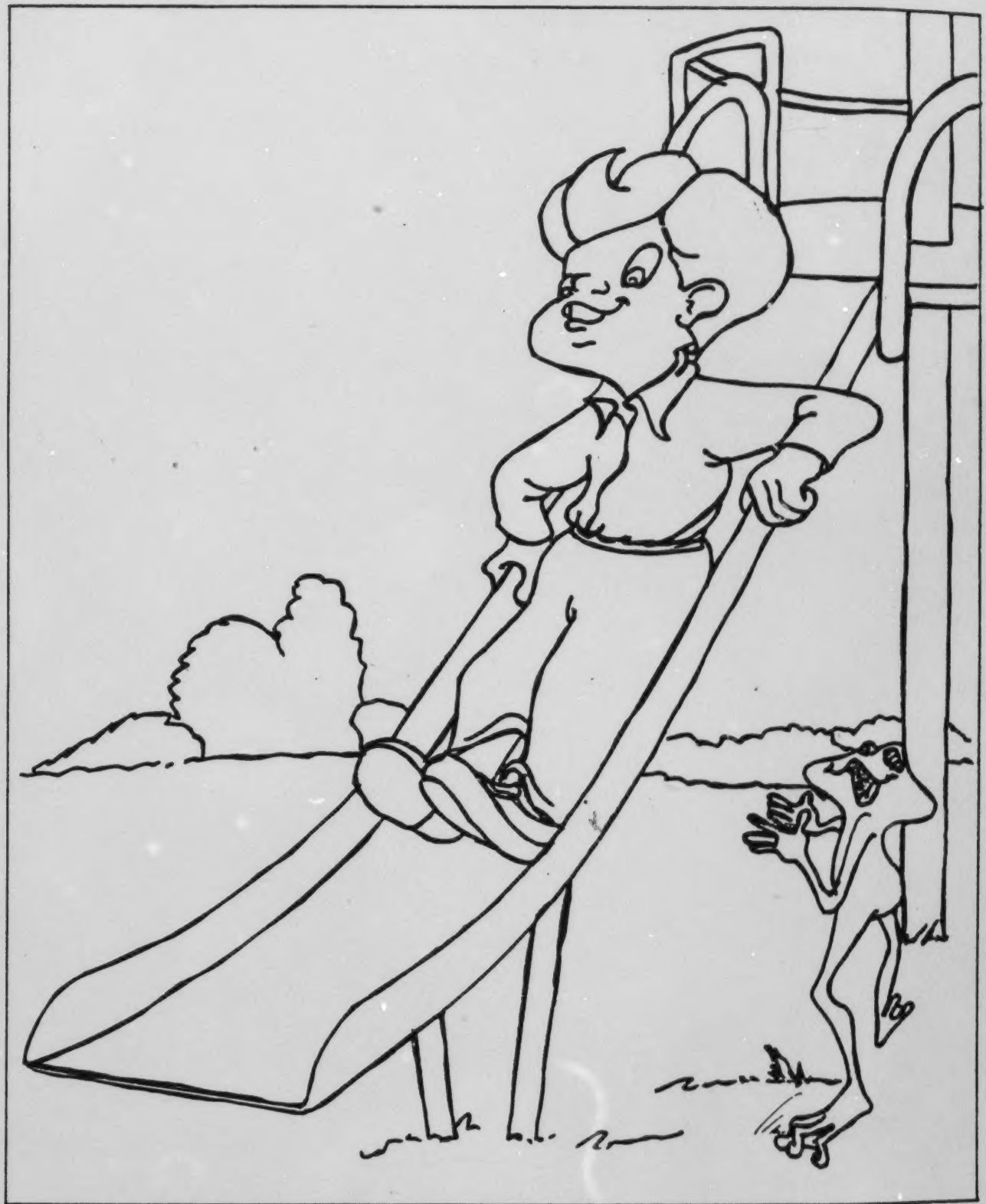


Walk way around a moving swing -- not close to the front or back.



Be sure your friend is out of the way before sliding down.

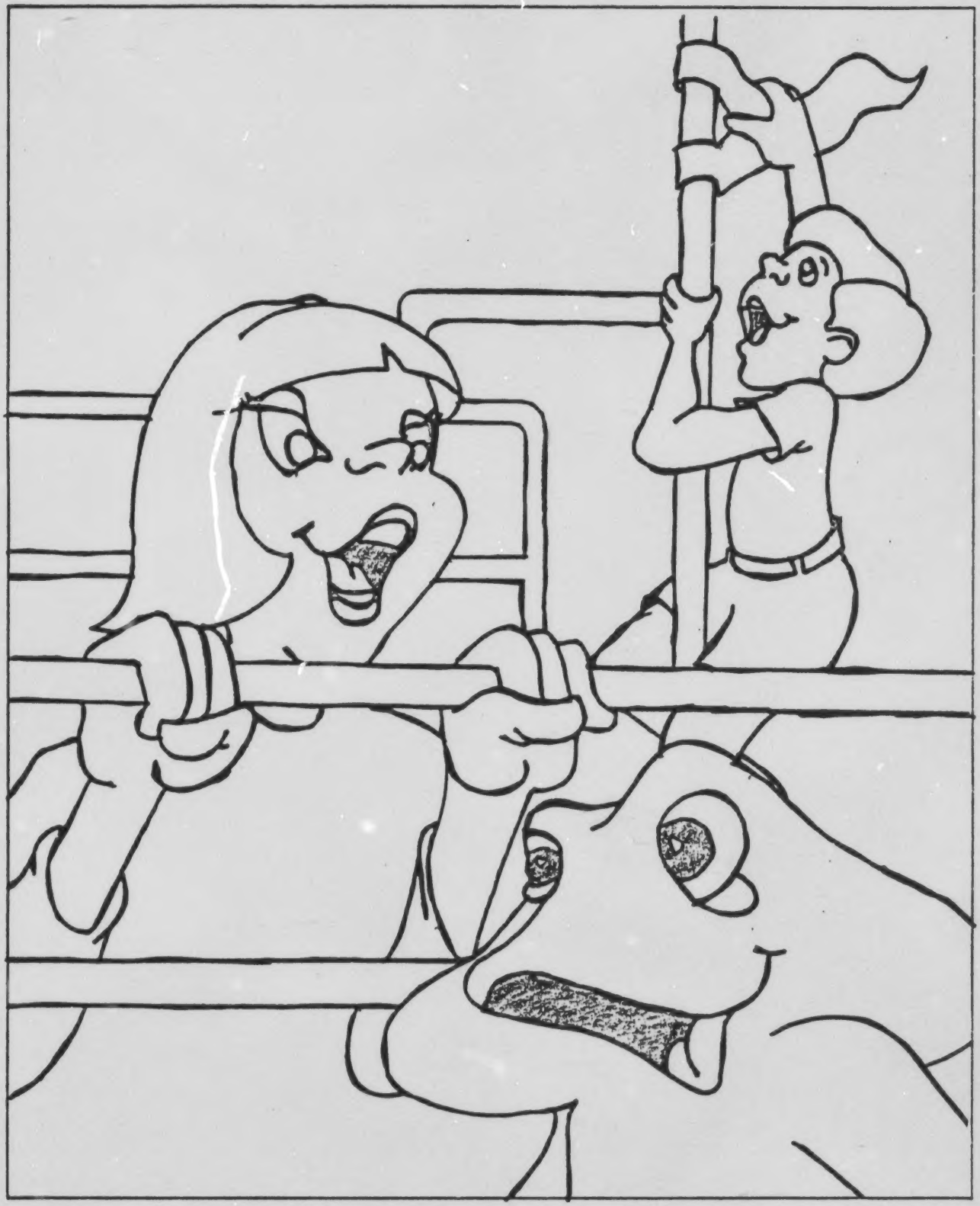
Objective K - 2.1.5



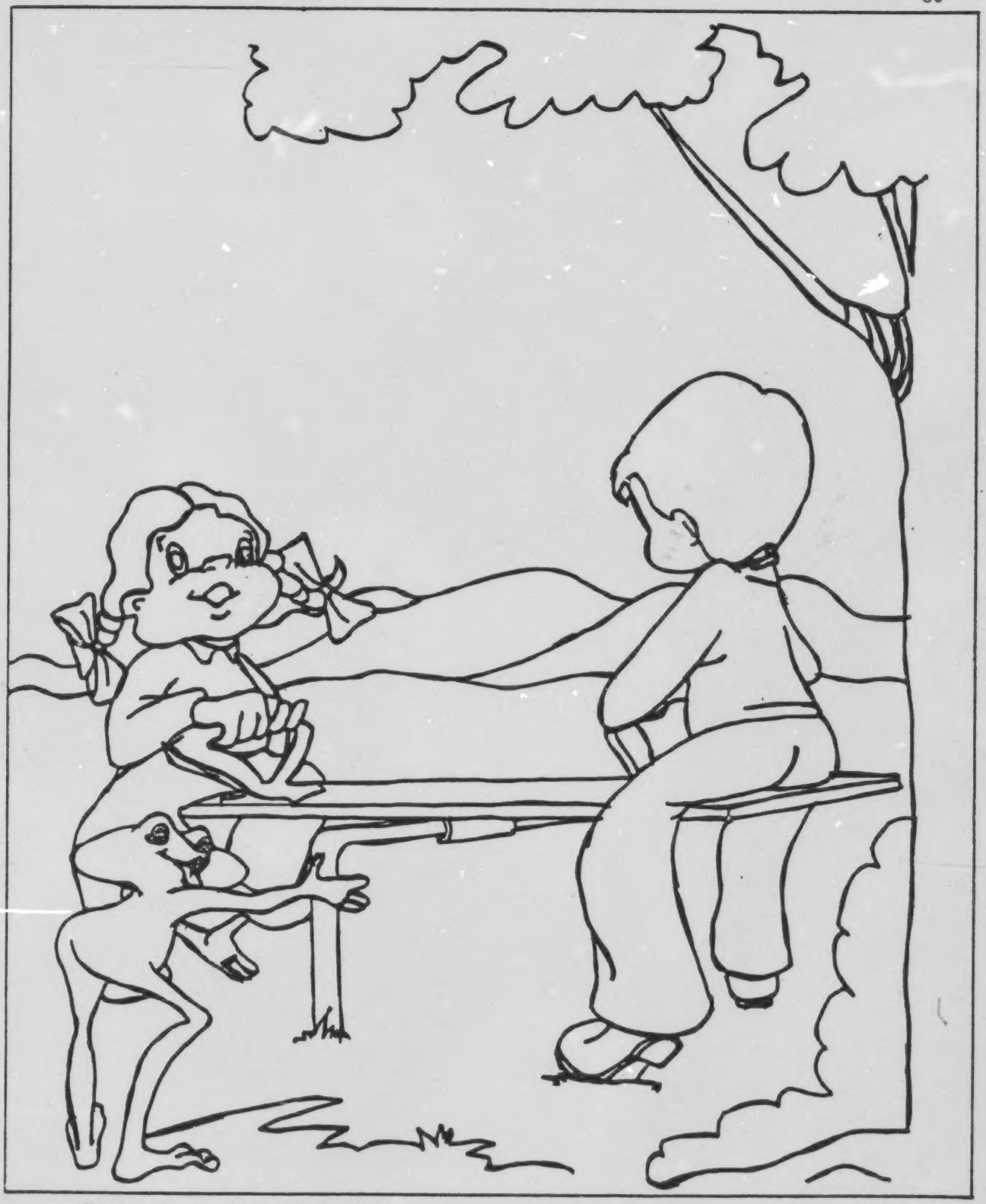
Sit as you slide down -- feet first -- for a safe landing.

Objective K - 2.1.5

Always use the steps to go up the slide -- if you try to climb up the front, you could slip and fall.



Hang on tightly when you're climbing. Use fingers and thumbs.



Both of you should have your feet on the ground before you get off.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Playing Safely	K.V.2, K.C.4	30 minutes

OBJECTIVE K - 2.1.5 List safe places to play and safety rules to follow while playing.

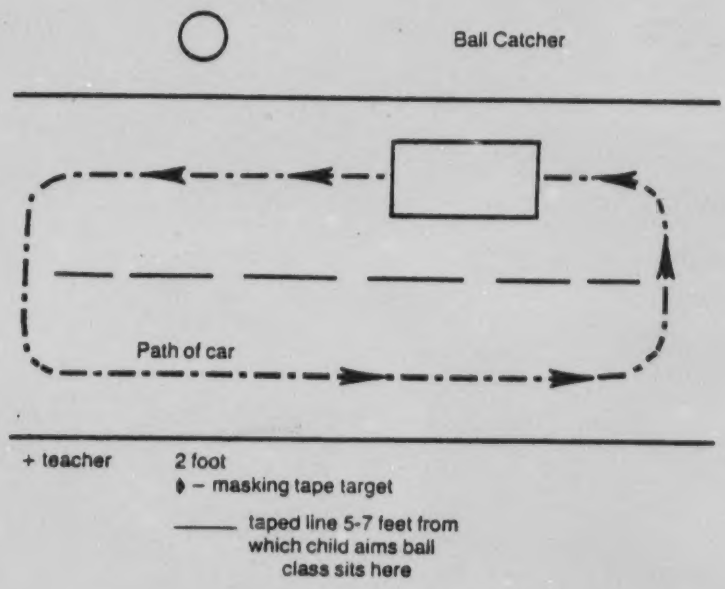
INSTRUCTIONAL MATERIALS:

Metro-Dade Department of Traffic & Transportation, Pedestrian Safety Program.
Ball
Mock-up car
Masking tape

PROCEDURE:

Conduct the following activity to give students an opportunity to learn the proper way to retrieve equipment from the street. Explain how important it is not to run into the street after a ball or when being chased by a friend without stopping first and looking for cars. Review the "left-right-left" search and the reason why you look to the left first. Mark the students' left hand with chalk.

Set up the following street diagram with masking tape in any convenient and appropriate place and implement the steps given.



OBJECTIVE K - 2.1.5

1. Line children up on a single line and have them sit to watch.
2. Explain mock-up car (speed to driver) and show reason to look L-R-L.
3. Pick ball catcher to stop and hold the ball for the roller.
4. Have each child take a turn aiming for "X" and retrieving ball after proper search and cross. Search and return across street. Child returns to seat. Give each child two turns.

EVALUATION:

Successful completion of the "left-right-left" search while retrieving equipment at least twice.

ENRICHMENT/REINFORCEMENT:

Discuss safe places to play and list dangerous play areas in your community. Stress the importance of never playing in the street.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Safety/Strangers	K.C.2	30 minutes

OBJECTIVE K - 2.1.6 Illustrate the dangers of accepting rides and talking to strangers.

INSTRUCTIONAL MATERIALS:

Filmstrip Series: Walt Disney, Winnie The Pooh on the Way to School.
Filmstrip: "Pooh Meets A Stranger."

PROCEDURE:

Use suggested questions to stimulate discussion about friends.
Are your friends the same size as you?
Do you introduce your friends to your mom and dad?
Do you like to meet new friends?

Show filmstrip "Pooh Meets A Stranger" and have students recall the main ideas of the story. Discuss the need to be cautious with strangers and the places where strangers like to hang around.

EVALUATION:

Read the following statements and have students raise their hand if it is a right rule to follow for being safe sith strangers and to leave it down if it is a wrong rule.

right 1. It is better to play with someone older than you.

right 2. Parents should know who your friends are and where you are playing.

wrong 3. Strangers who smile and are friendly can always be trusted.

right 4. Some bad people can be found at playgrounds and parks.

right 5. Children should tell a policeman or someone they know if a stranger bothers them.

ENRICHMENT/REINFORCEMENT:

Have students act out situations that could happen between a stranger and child. Have them discuss possible solutions.

OBJECTIVE K-2.1.6

Suggested examples:
A stranger is sitting nearby - stay with your friends.
A stranger talks to you - go tell a grown-up.
A stranger touches you - run away as fast as you can, tell an adult.
A stranger grabs you - scream, run to a grown-up.
A stranger talks to you at the movies - tell the usher.

Place the game "Just Suppose" to give students practice in saying "No, No, No," to offers made by strangers.

Read the statements and have students respond "No, No, No."

Suggested examples:
Just suppose, a stranger offered you candy.
Just suppose, a stranger offered you a ride home.
Just suppose, a stranger said your mommy said to pick you up.
Just suppose, a stranger said "I'm not going to hurt you."
Just suppose, a stranger said, "I'll take you to a movie."

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Safety/Tools and Toys	K.C.4	30 minutes

OBJECTIVE K - 2.1.7 Show safe ways to handle tools, toys, and materials.

INSTRUCTIONAL MATERIALS:

David C. Cook, Safety, Teaching Pictures
"Handling Tools" (available in your media center)
Evaluation Test (Master included, make a copy for each student.)

PROCEDURE:

Show teaching picture "Handling Tools" and use suggested questions to stimulate discussion.
What are the names of the tools you see in the picture and what are they used for?
Why do you think the father gave the boys a new set of tools?
How will the boy know how to use the tools? (Emphasize the importance of using the tools in an adult's presence.)
Why do you think the father turned the light on over the work table?
What should the boy do with the tools when he is finished?
Should you play with tools?
Why is it important to be careful with sharp tools?

EVALUATION:

Give each student a copy of the evaluation test and instruct them to mark on the squares that contain sharp objects you need to be careful with.

ENRICHMENT/REINFORCEMENT:

Invite a father to your class to demonstrate various kinds of tools and how to use them safely.

Objective K - 2.1.7 Evaluation Test

125

126

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Safety/Tools and Toy	K.C.4	30 minutes

OBJECTIVE K - 2.1.7 Show safe ways to handle tools, toys, and materials.

INSTRUCTIONAL MATERIALS:

David C. Cook, Safety, Teaching Pictures,
"Handling Sharp Objects" (available in your media center)

PROCEDURE:

Show teaching picture "Handling Sharp Objects" and use suggested questions to stimulate discussion.

Does the boy in the picture know how to use scissors properly?
If he wanted to give the scissors to the girl how should he pass them?
Should you point something sharp at another person?
Is it safe to run with scissors or a pencil in your hand?
Should you ever put anything in your ears or nose?
Should you keep pencils and scissors away from your eyes?
Should you put materials in your mouth? (Example: pencils, crayons, paints, etc.)
Is it safe to lean back in a chair?

Explain to students that when working with scissors, you use them only to cut. When you are finished cutting, you should always put them down. Practice remembering this rule by having students cut on a piece of paper until you say "stop." They should put the scissors down immediately. Repeat to reinforce the practice. Do the same drill with pencils explaining they are only for writing, by haing students write until you say, "stop." They should put the pencils down immediately.

EVALUATION:

Have each student show the correct way to pass scissors to another person.

ENRICHMENT/REINFORCEMENT:

Identify things that could hurt someone if not used properly in the classroom.

LESSON PLANS

CONCEPT/SKILL Safety/Tools and Toys	TEST IMS K.C.1	ESTIMATED TIME 30 minutes

OBJECTIVE K - 2.1.7 Show safe ways to handle tools, toys, and materials.

INSTRUCTIONAL MATERIALS:

U.S. Consumer Product Safety Commission, For Kids Sake...Think Toy Safety Coloring Book. pp. 1, 2, 3, 6, 7, 8, and 10. (Masters included, make a copy for each student.)
Evaluation Test (Master included, make a copy for each student.)

PROCEDURE:

Hand out coloring picture on choosing safe toys and explain the importance of choosing toys which are safe. (Examples: free of sharp edges, no loose parts, don't make loud noises, no projectiles that can be lodged in eye such as missiles darts and arrows, not too difficult for age, no improperly constructed wires to shock or burn.)

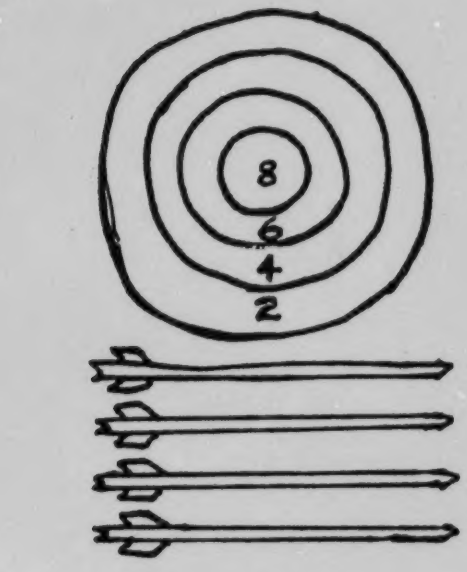
Read rules on remaining coloring pages and briefly discuss. Assist students in stapling them into a booklet. Have students take home and review with parents.

EVALUATION:

Hand out evaluation test and have students mark the unsafe toys.

ENRICHMENT/REINFORCEMENT:

Set up an exhibit of safe and unsafe toys and put in a visible place. Emphasize the safety hazards of unsafe toys and the toys that should only be used by certain ages.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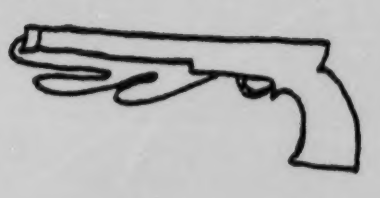
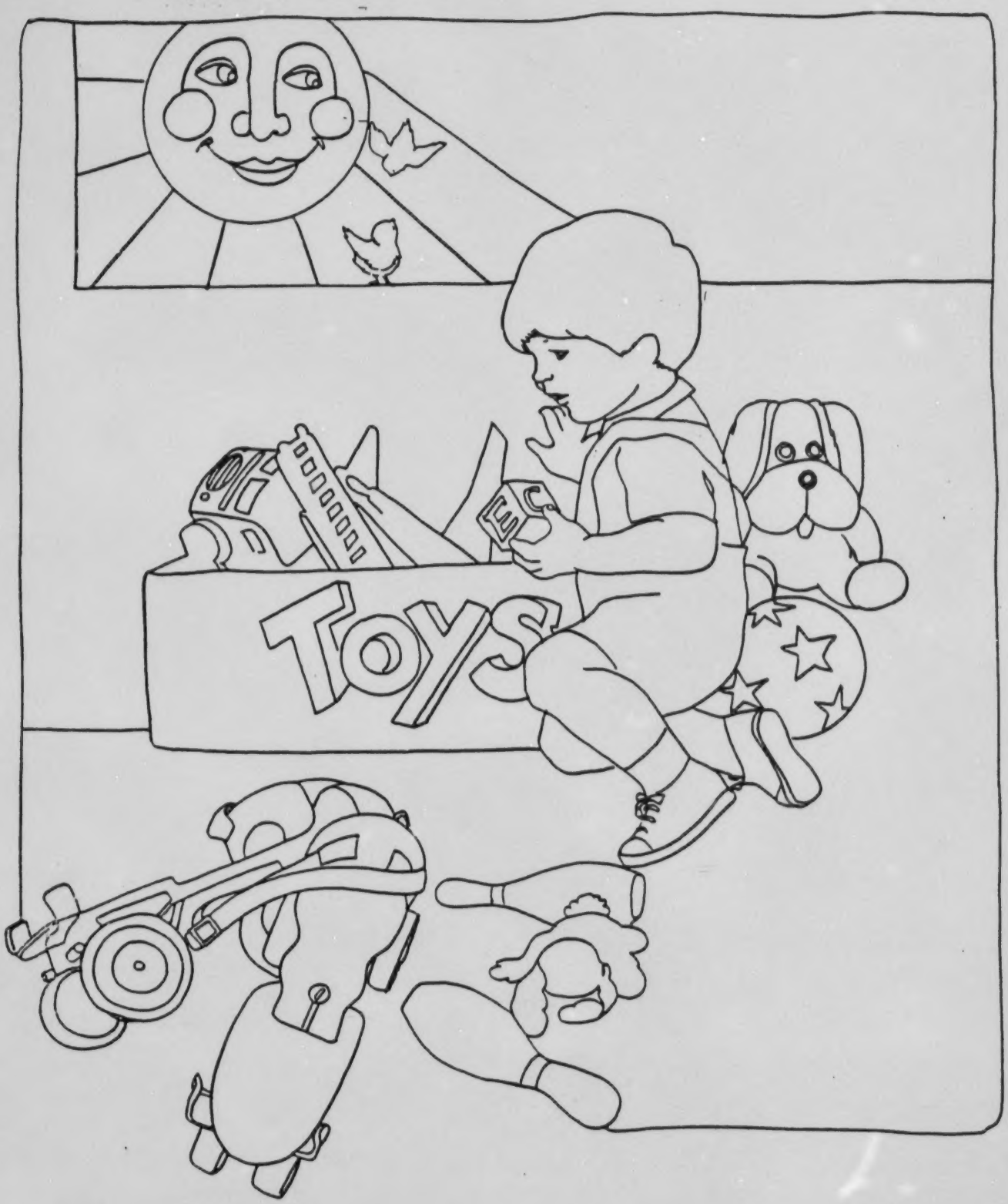


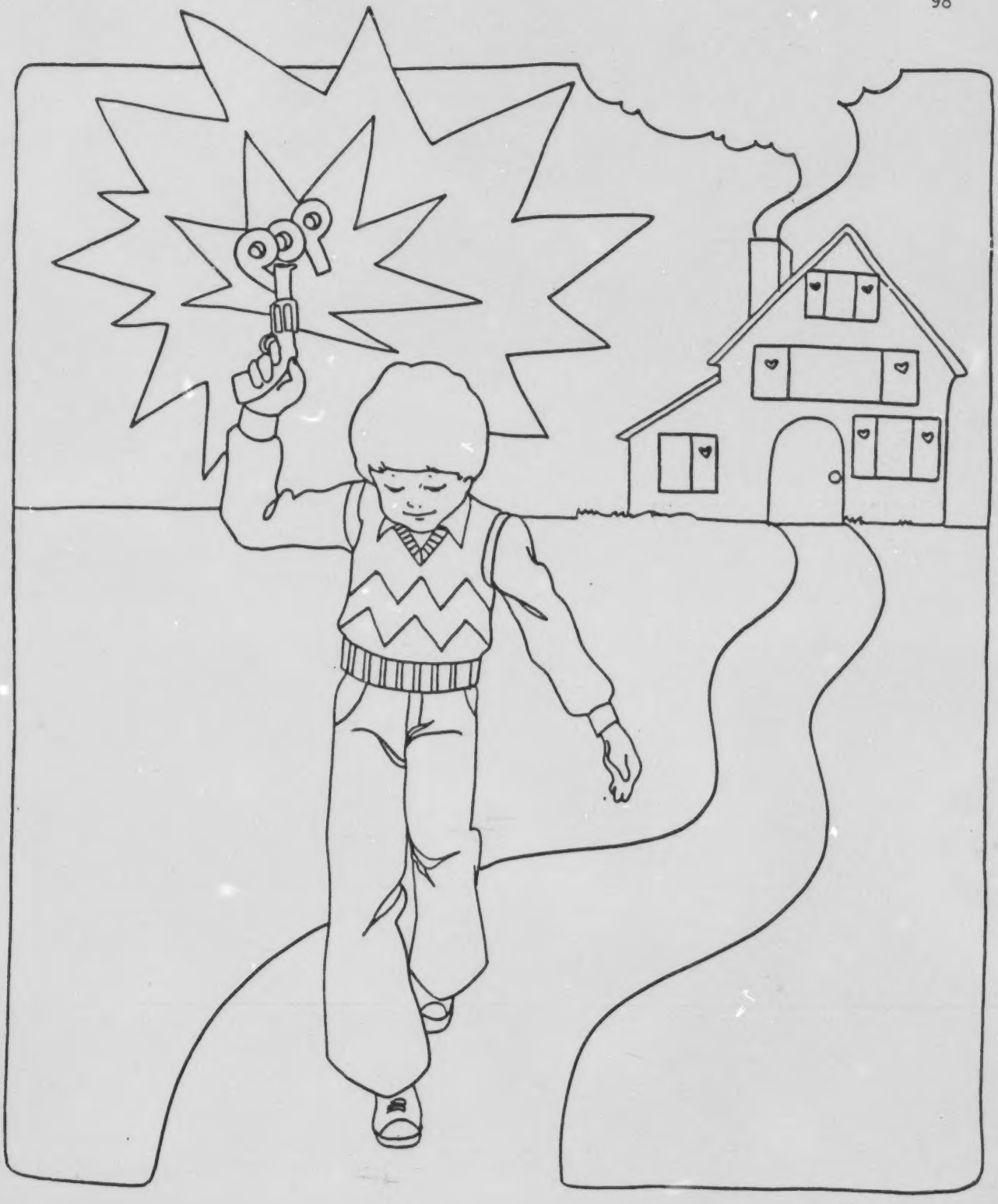
"We look for safe toys when we go to the toy store."



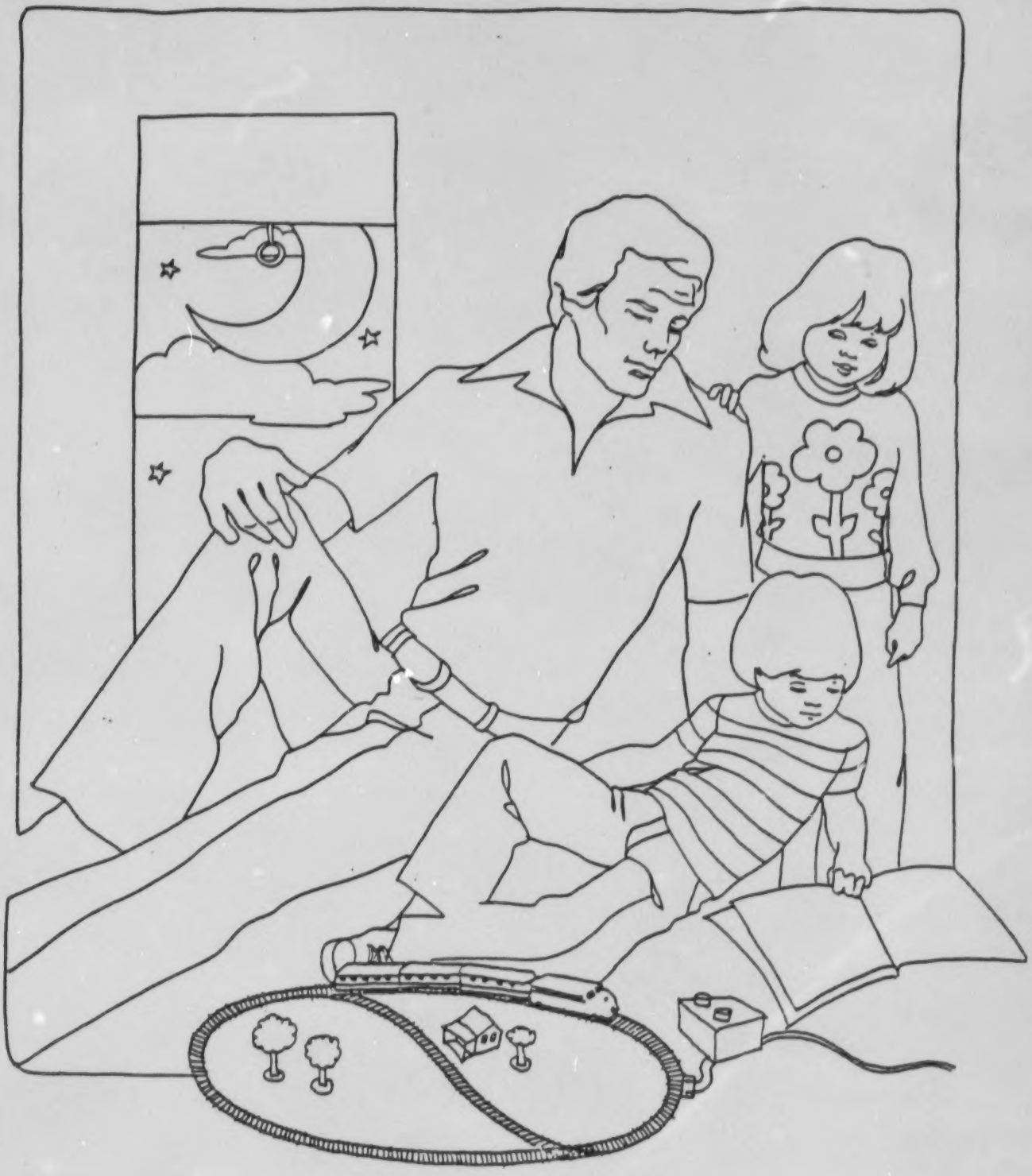
"I put my toys away so that nobody will trip and fall."

Objective K - 2.1.7

"Teddy needs new eyes that won't come off and be swallowed."



"Toys that make loud noises could hurt my ears."



"We read the directions together."

"I give Daddy my broken toys to fix so that they can't hurt me."

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
K-2.1	Certain safety practices should be used in situations involving activities and the use of tools.	2-3 weeks	Health Test	Nale, (K, 1970), pp. 14, 30-32, 56-58, 59-61, 69-71.	KITS American Guidance Services, Peabody Language Development Kit. U.S. Consumer Product Safety Commission, Poison Prevention.** TEACHING PICTURES David C. Cook Publishing Co., Safety.** + FILMSTRIPS AIMS Safety Series.** + "Playground Safety." "School Bus Safety." SVE, Safety Adventures of the Lollipop Dragon. ** + Walt Disney Educational Media Co., Winnie the Pooh on the Way to School. ** + Eye Gate, Fire Safety for Primaries: Fire Drills at School and at Home.

*Duval County School Board Film Library +
**School Media Center

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
K-2.1	Certain safety practices should be used in situations involving activities and the use of tools.	2-3 weeks	Health Test		FILMS Safety With Everyday Tools.* Play Safe.* Safety: The Traffic Jungle.* Safety On the Playground.* Safety On Our School Bus.* BOOKLET Play It Safe, U.S. Department of Justice.

*Duval County School Board Film Library +
**School Media Center

Health Education Supervisor

GRADE LEVEL: Kindergarten

THEME: Physical, Mental, and Social Health

PRIMARY IDEA: 2.0 Development in the individual may be altered by factors in the environment.	
SECONDARY IDEA	OBJECTIVES
K - 2.2 Drugs affect how the body works.	The student will demonstrate knowledge of how drugs affect the body by: K - 2.2.1 discussing the parts of the body; K - 2.2.2 listing ways individuals are different; K - 2.2.3 reviewing how drugs change individuals' behavior; and K - 2.2.4 identifying safe and unsafe items for putting into the mouth.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Body Parts	K.V.4, K.W.1	Two-45 minute periods

OBJECTIVE K - 2.2.1 Discuss the parts of the body.

INSTRUCTIONAL MATERIALS:

Kit: American Cancer Society, An Early Start to Good Health: My Body. (available in your media center)
Poster: "Henrietta."
Filmstrip/Cassette: "My Wonderful Body Machine."
Spirit Masters: "Body Machine Puzzle" and "Parent Letter." (Masters included, make copies for each student.)
Hand Puppet: Sly Fox.

SUPPLEMENTARY:

Film: American Heart Association, The Adventures of a Man in Search of A Heart. (Check out from Educational Media Center.)
Audio-cassette: American Heart Association, Songs From The Heart. (available in your media center)
"The Heart Is The Part That Goes Kee-Thump, Kee-Thump"
"Take Good Care of Your Heart."
"It's A Heart."

PROCEDURE:

Introduce Sly Fox to the students with the following dialogue which will also introduce the lesson:

Teacher: Boys and girls, I have a new friend to introduce to you. His name is "Sly." (hold up puppet) Can you name what kind of an animal he is? (wait for response) Sly is a fox. When he was born, all the animals in the woodlands noticed he was very smart and always made good decisions. They all began to call him "Sly." Even today Sly still makes good decisions. I invited him to talk to you about some of the things he knows. Say hello to the boys and girls, Sly.

Sly: Hello, boys and girls. I am very happy to meet you. Can I introduce you to another friend? (wait for response) Her name is Henrietta. She has taught me many things about my body parts. (Show poster, "Henrietta") I always enjoy running, eating good food, resting, cleaning up, and learning new things; and when I met Henrietta, we became good friends because she does also. She is very excited about her wonderful body machine and takes very good care of it.

OBJECTIVE K - 2.2.1

Show the filmstrip "My Wonderful Body Machine." Use the "Henrietta" poster and discuss with students all of Henrietta's wonderful body parts. (Examples: eyes, ear, heart, lungs, fingers, toes, etc.) Discuss briefly each of these body parts and what it does.

EVALUATION:

Give each student a copy of the "Body Machine Puzzle." Instruct him/her to cut it out and put it together into "Henrietta's" wonderful body.

ENRICHMENT/REINFORCEMENT:

Do the following fingerplay activity.

"This is the Circle That is My Head"

This is the circle that is my head,
This is my mouth with which words are said,
These are my eyes with which I see,
This is my nose that's a part of me.
This is the hair that grows on my head.
This is my hat, all pretty and red,
This is the feather so bright and gay
Now I'm all ready for school today.

Have the students become different parts of the body each with a different movement and sound. Instruct them to stand or sit in a circle. (Use a space large enough to move arms and legs easily.) Assign students to be different parts of the body. (The number of parts used should be determined by the size of the groups.) Assign five or six students to be the air that moves in and around and out of the body. As parts are assigned, help the students decide on a movement and a sound to represent that part of the body (e. g., the "heart" might pump his/her hands up and down and say "pump, pump, pump"; the "lungs" might move arms in and out and say "huff-puff" or "whoosh.")

Spend a few minutes rehearsing by calling on separate parts of the body to demonstrate. Explain to the students that now you're all going to work together like a machine. When you call out directions, the machine starts running. When you raise your arms high, that's the signal for the machine to stop. Point out that in all machines, the parts work together.

OBJECTIVE K - 2.2.1

Begin the machine by calling out any of the following directions. You might want to start with one then add various parts. When the students are familiar with the activity, the class may enjoy all starting at the same time. Suggested directions:

eyes look	nose sniffs	mouth gulps	air travels
heart beats	lungs fill	chest expands	legs stretch
stomach fills	arms stretch	back wiggles	hands touch

Have students show how all the parts work together when:

- the machine is asleep
- the machine is getting ready for a birthday party
- the machine is in a race
- the machine is resting
- the machine is eating
- the machine is waking
- the machine is thinking
- the machine is dancing
- the machine is laughing
- the machine is overheating
- (Make up you own.)

Have students take home parent letters and share what they have learned about their body machine with their parents.

Show the film (5½ min.) "The Adventures of a Man in Search of a Heart." A Wizard of Oz theme is used to simply illustrate the heart and rules to follow in taking care of it. After showing filmstrip, use audio-cassette and song book to sing songs reinforcing the correct ways to take care of the heart.

107

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145

146

Objective K - 2.2.1

BODY MACHINE PUZZLE

2310.030 My Body - Master 2

Dear Parents,

The class is becoming aware of good health habits and how to form them through a teaching unit furnished by the American Cancer Society.

Your children will be learning how "feeling good" about themselves is connected to good health. Some of our discussion will center on the value of not smoking.

We hope you will encourage your son or daughter to share the experience with you.

Our goal is to help your children develop positive attitudes about themselves. This is an intrinsic part of learning to take responsibility for good health.

Cordially,

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LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Individual Differences	K.C.4, K.C.5	Two-30 minute periods

OBJECTIVE K - 2.2.2 List ways individuals are different.

INSTRUCTIONAL MATERIALS:

Hand Puppet: Sly Fox
Hand lotion

PROCEDURE:

Use Sly Fox hand puppet and the following dialogue to explain to students that we are all different.

Teacher: Boys and girls, Sly Fox is here again to tell us about a lesson he learned in the woodlands. Say hello to Sly. (response)

Sly: Hello, boys and girls. I'm so happy to see you today. Have any of you noticed what color I am? (response) That's right; I am red. Did you know that foxes are other colors? (brown, silver) When I was born, I looked around and noticed that all of the foxes in the woodlands do not look the same. That is a lesson I still use today. When I feel different from other animals, I am happy because there are so many different kinds of animals and we were born to be different. Many of us are alike in some ways too. Can you think of other animals who are red? (birds - cardinals, robins, parrots; fish; crabs; butterflys; dogs - red setter; snakes; rusty red frogs; red ants; lady bugs.)

I would like for you to remember whenever you feel different from your friends not to be unhappy, because all of us are different in some ways. Your teacher is going to show how each of you is different in many ways. Good-bye!

Have students stand up and move to the appropriate side of the room (as in fruit-basket turnover) as you give the following instructions:

All those with brown hair go to the left side of the room. (point to left)
All those with blonde hair go to the right side of the room. (point to right)
All those with red hair sit down on the floor.
All those with black hair stay where you are.
If you have hair that is blonde, black, or red, and you have brown eyes go to the left side of the room. (point to left)
If you have hair that is brown and your eyes are green or blue go to the right side of the room. (point to right)

OBJECTIVE K - 2.2.2

Have students notice ways they are different and ways they are the same.
All students who like apples better than oranges go to or stay on the right side of the room, and those who like oranges best go to or stay on the left side of the room.
Those who like bananas better than grapes sit down.
Those who like to ride a bike better than draw pictures sit down.
Those who like to sing better than jump rope sit down.
Those who like to climb trees better than watch T.V. sit down. (Notice how many students are remaining and continue until there is only one remaining.)

Have students discuss some things they all are alike in and other things in which they differ from each other.

EVALUATION:

To evaluate the students understanding of how they are alike and different, read the following questions and have them raise their hands to vote on one of the items listed.

Which pet would you rather have:
a. parakeet
b. dog
c. turtle
d. cat

Which of the following would you use your money to buy?
a. book
b. ball
c. candy
d. clothes

Which of the following activities would you rather do?
a. go to a movie
b. play kick ball
c. swim at the beach
d. build a model plane

ENRICHMENT/REINFORCEMENT:

Discuss with students how friends sometimes ask us to do things we really do not want to do. Have them give examples of situations where friends ask them to do something dangerous. Have students practice saying "No" to things they are asked to do that are harmful to them.

OBJECTIVE K - 2.2.2

Put a small amount of hand lotion on each student's hands and have him/her rub in for 15 seconds. Ask students to stop and observe how it is absorbed differently by different persons. Discuss how each of us is different in our needs for medicines and other products.

Ask how many students know if they are allergic to penicillin, to aspirin, or to certain foods. Explain the importance of never taking someone else's medicine since we are all not the same in what we need.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Drugs Change Us	K.C.1, K.C.4	30 minutes

OBJECTIVE K - 2.2.3 Review how drugs change individuals.

INSTRUCTIONAL MATERIALS:

Hand Puppet: Sly Fox
Evaluation: "Things We Can Share." (Master included, make a copy for each student.)
Balloons: one for each student

SUPPLEMENTARY:

U. S. Department of Justice, Drug Enforcement Administration, Soozie Says. "Only Sick People Need Drugs!"
Activity sheets: "People Who Take Drugs For Fun..."and "Can Only Make Themselves Sick!" (Masters included, make a copy for each student.)

PROCEDURE:

Introduce the lesson by asking the following questions:
How many of you have a good friend? (ask for raised hands)
Do you like to share things with your friends?
What are some nice things you can share with your friends?

Bring Sly Fox into the lesson with the following dialogue:

Teacher: Our friend, Sly Fox, wants to share a story with us. Clap your hands to let Sly know you are ready for him to tell you a story.

Sly: Hello again, boys and girls. Thank you for being my friend. Friends are for sharing good things with each other. The story I am going to tell you is about a friend who wanted to share something that was not a good thing to share. One day I was running through the woodlands and I saw an older wolf sitting next to a tree. He asked me to come over and sit next to him. He had some round objects in a bottle and he asked me if I wanted one. He said, "They will make you feel good." I looked at the wolf and I could tell that he did not feel good. He did not want to run and play as I did, so I said, "No, thank you." I left the wolf and went home to see my mother. I told her about the wolf and what he had said. She put her arms around me and said, "You did the right thing to say no and come tell me about it." She said, "The wolf wanted

OBJECTIVE K - 2.2.3

to give you a drug that would make you sick. Drugs are only for sick people." Can you think of some adults you can tell if a friend offers you a drug? (teacher, parents, policemen, minister, aunt, uncle, neighbor, etc.)

Remember, boys and girls, that people who want to give you drugs for fun are not your friends because people who take drugs for fun can only make themselves sick! I'm so glad you are my friend and I hope you have a nice day. Your teacher has a gift I want to share with you. Good-bye!

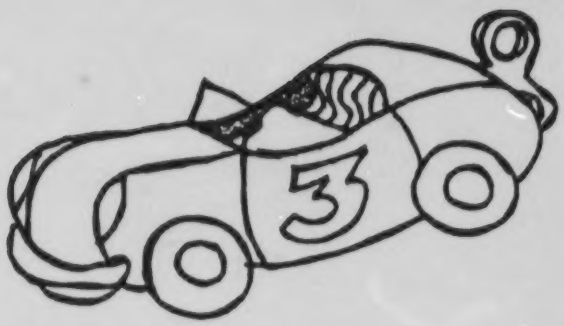
Hand out balloons to each student and assist them in blowing them up. Allow students a few minutes to play with them.

EVALUATION:

Hand out evaluation sheet "Things We Can Share" and ask students to circle the things that are safe to share.

ENRICHMENT/REINFORCEMENT:

Hand out activity page "People Who Take Drugs For Fun..." and discuss picture with students. Be sure to include how important it is not to do anything to change the way our body machine works. Hand out puzzle "Can Only Make Themselves Sick!" Have students cut out the puzzle and put the picture of the sick giraffe together. (students may need assistance) Paste the puzzle on another sheet of paper and have students take them home to share with parents.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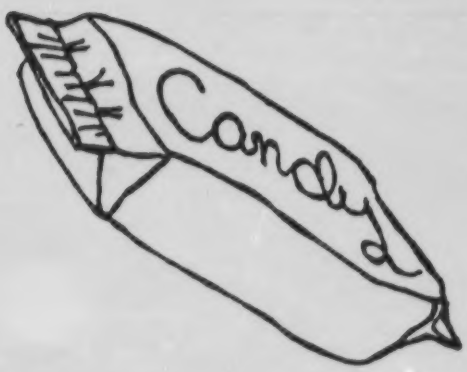
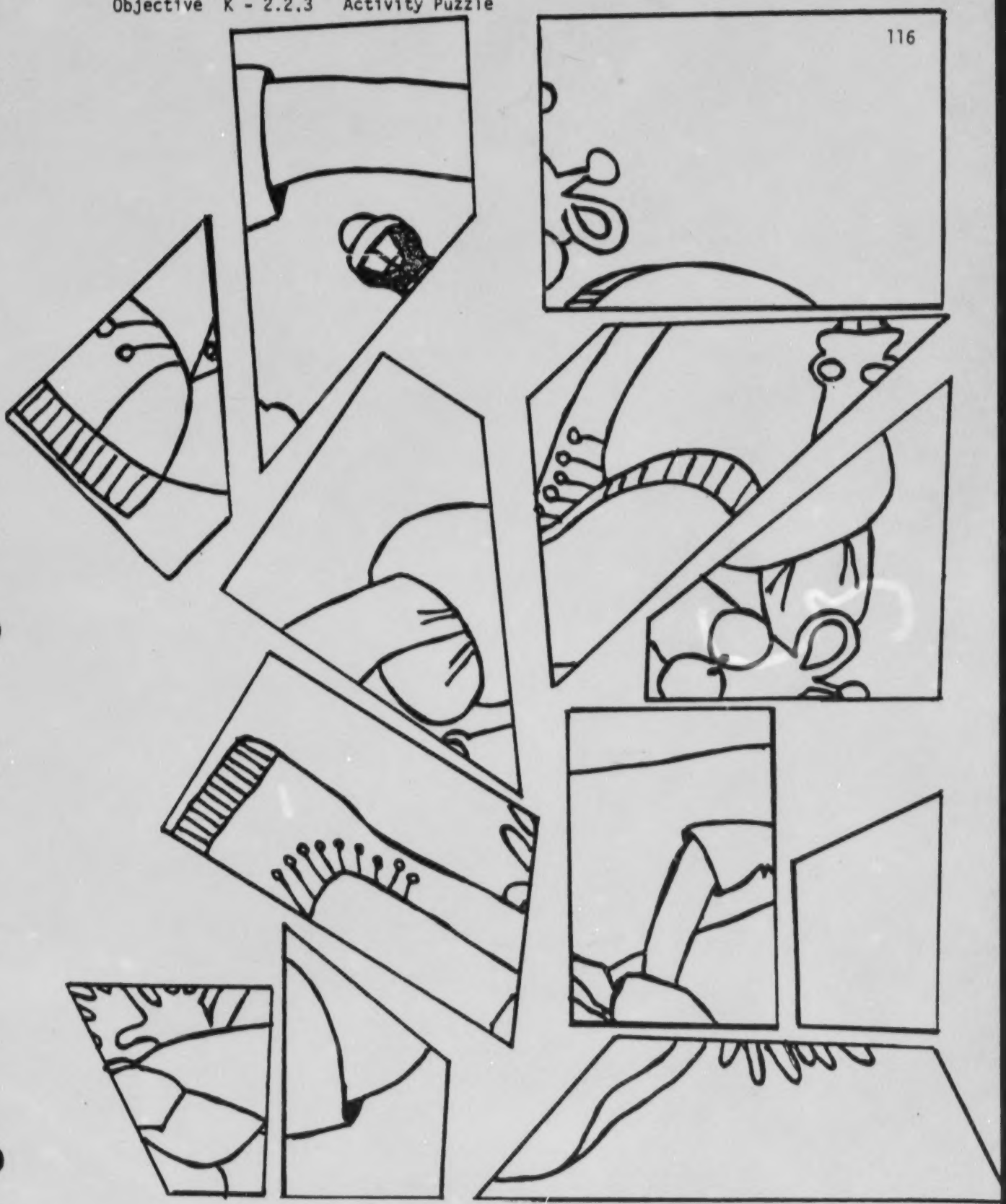

Candy

People who take drugs for fun .....



Can only make themselves sick!

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Drugs Change Us	K.C.4, K.C.5	30 minutes

OBJECTIVE K - 2.2.3 Review how drugs change individuals.

INSTRUCTIONAL MATERIALS:

Kit: American Cancer Society, An Early Start to Good Health. My Body. (available in your media center)
Spirit Master: "Henrietta's Lungs." (Master included, make a copy for each student.)
Hand Puppet: Sly Fox

PROCEDURE:

Ask students to call for Sly Fox to come out from the woodlands to tell them another story. Use the following dialogue to present the lesson on how smoking cigarettes changes the way the body machine works.

Teacher: Hello, Sly. Do you have something to teach us today?

Sly: Hello, Ms. (teacher's name) and boys and girls. I wanted to talk to you again about our wonderful body machine and how to take good care of it. I know that you boys and girls are too young to have a "smoking problem," but you do know older friends and adults who do. Part of taking good care of the body machine is making sure that only clean, fresh air comes in. My friend "Freddie," who is a brown fox, wanted to look more grown-up so he decided to start smoking. We used to run and race all through the woodlands together, but one day he said, "Sly, I don't want to race today." When I asked him why not, he said he felt tired. Can any of you guess why he felt tired? (response) Freddie did not know that there are substances in smoke that are not good for the lungs. The lungs help take the air we breathe to all parts of the body. When Freddie breathed in the cigarette smoke, his lungs became brown after awhile and it was harder to run. I told him his lungs needed fresh air to stay pink, so Freddie decided it was not so grown-up to smoke after all. So remember, boys and girls, breathe fresh air to help your lungs stay fresh and pink. Let's all take a big deep breath. Very good! Good-bye!

EVALUATION:

Give each student a copy of "Henrietta's Lungs." Read instructions and have students color the lungs the appropriate color for fresh air lungs and smoking lungs.

OBJECTIVE K - 2.2.3

ENRICHMENT/REINFORCEMENT

Discuss with students how smoking affects: the way the air smells, a person's hair, a person's breath, a person's fingernails.

Have students feel their bodies taking in fresh air by going through a body awareness trip. Ask students to lie down on the floor and close their eyes. Read or record the following instructions:

"Feel the space you are lying in...Feel your head touching the floor... Feel your arms touching the floor...Feel your back touching the floor... and your legs...and the heels of your feet...

"Feel your whole body, your wonderful body machine...sinking into space...

"Your body awareness trip is beginning...Feel the air all around your body...Feel your skin pushing against the air..and the air touching your skin...Now, take a deep, deep breath...just feel the air come all the way in...and out...

"Now pretend you are there with the air...Take a deep breath...and go with the air...Travel with the air to your eyes...and your forehead... Slide down your nose and right to your chin...Jump with the air, jump to your chest...Move across your chest and go down one arm (indicate left and right if the children know it)...all the way to your fingers...Let the air scoot up and across your chest and visit the other arm...all the way down to your fingers, the very tips of your fingers...

"Now, let the air travel through your body and visit your back...Stay there and listen to the air just filling and leaving your lungs...Now, go with the air and visit your heart...Do you hear it beat?...Follow the air to your stomach...Puff out your stomach and let it collapse...

"Now, keep traveling...You have a wonderfully long body...Go with the air all the way down one leg...Go past your knee...Go down to your toes...

"Now scoot up and across and go down to the other leg...Go all the way down to your toes...

"Now take a deep breath and stretch...Reach up with your arms, reach down with your legs...Stretch...Stretch...as hard as you can...Make your face tight...Tight as you can...Make everything tight.

"...and relax! Make everything loose...loose...looser...and relax...and yawn...and just stay with the air...and take a deep breath.

OBJECTIVE K - 2.2.3

"Your trip is almost over...Feel yourself lying on the floor...Feel the space you are lying in...Remember what the room looks like...the color of the walls...the windows...and the door...See the room with your mind...Be here in the room...Keep hold of the good, loose feeling...Now slowly, slowly open your eyes..."

After the children are sitting up, ask them to share their experiences of body awareness. Allow them to talk about what they felt and what it seemed like.

120

HENRIETTA'S FRESH AIR LUNGS. COLOR THEM PINK.

HENRIETTA'S SMOKING LUNGS. COLOR THEM BROWN.

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159

160

Objective K - 2.2.3

2310.030 My Body - Master 3

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Drugs Change Us	K.C.1, K.C.4	30 minutes

OBJECTIVE K - 2.2.3 Review how drugs change individuals.

INSTRUCTIONAL MATERIALS:

Kit: American Cancer Society, An Early Start to Good Health. My Body.
Poster: "Henrietta."
Hand Puppet: Sly Fox
Evaluation sheet (Master included, make a copy for each student.)

SUPPLEMENTARY:

Orange or apple juice
Soft drink
Cookies or candy

PROCEDURE:

Use "Henrietta" poster to discuss good health habits that help our wonderful body machine to grow and stay healthy.

Use the following suggested dialogue and hand puppet Sly Fox to teach students why alcohol is not good for growing bodies.

Teacher: Hello, Sly, how are you?

Sly: Hello, everyone. I feel very good today. I had a good night's rest, ate a good breakfast, washed my body, and I've been exercising in the woodlands.

Teacher: I'm sure when you are running in the woodlands you get thirsty. What do you like to drink?

Sly: I have a special place in the woodlands where there is a cool stream of water. It is so refreshing and good for my body.

Teacher: Do you have a story to tell us today, Sly?

Sly: Yes, it's about something to drink that is not good for growing bodies.

One day all of my friends in the woodlands decided to have a party. The crow told all the animals he knew where to get

OBJECTIVE K - 2.2.3 Review how drugs change individuals

something new to drink. We followed him to a house and there we found some bottles of alcohol. Do you know some different kinds of alcohol? (beer, wine, liquor) I watched very closely as some of the animals drank. The crow drank so much he could not fly. The chipmunk drank less alcohol, but he didn't play in the games. The owl, who is very wise and older, drank only a very little. He told me that if I wanted to grow up to be a healthy fox then I should not drink any alcohol. Some of the other animals chose not to drink any alcohol also, and we all had a very nice time. I'm glad I followed the wise owl's advice and decided not to drink. As you can see, I've grown up to be a healthy red fox.

How many of you are going to take good care of your bodies and grow up to be healthy? Show me by standing up and stretching as far up as you can. Good-bye!

EVALUATION:

Hand out the evaluation sheet to each student. Identify each of the items and have students mark the thing to drink that is not good for growing bodies.

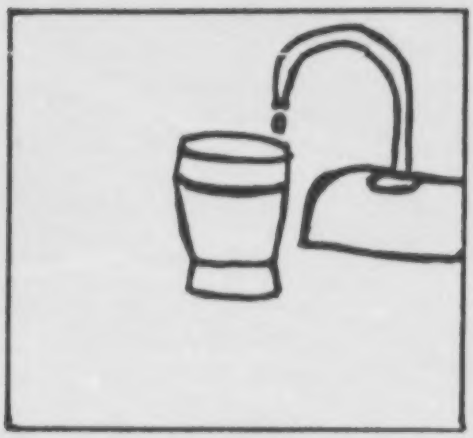
ENRICHMENT/REINFORCEMENT:

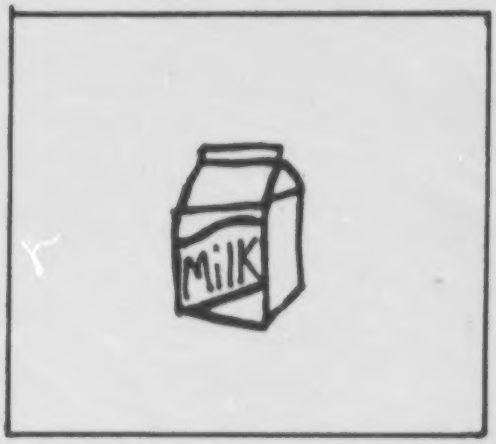
Plan a party and include a special treat. (cookies, candy, coca cola). Include something healthy for the body such as orange or apple juice. Play a special game. (Examples: Doggie, Doggie, Where's Your Bone, I Spy, Hot Potato.) Conclude the party with the following discussion questions:

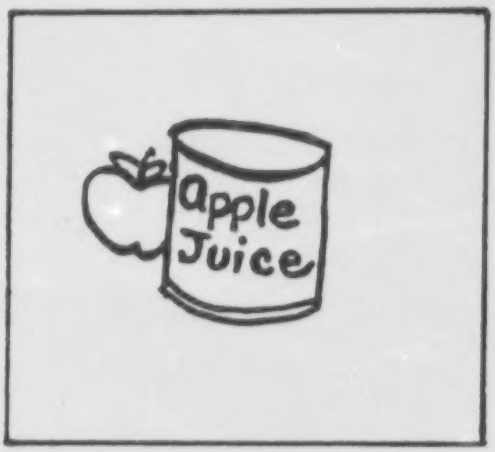
Is it alright to eat sweets and special treats once in a while?
Can you eat too much?
How does it feel when you eat too much?
How does alcohol make a person act when they drink too much?

NOTE TO TEACHER: If this activity is used, make sure it is following lunchtime.

Objective K - 2.2.3 Evaluation Sheet







LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Medicines	K.C.1, K.C.4	Two-30 minute periods

OBJECTIVE K - 2.2.4 Identify safe and unsafe items for putting into the mouth.

INSTRUCTIONAL MATERIALS:

U. S. Consumer Product Safety Commission, Teaching Poison Prevention in Kindergartens and Primary Grades. (available in your media center)
David C. Cook, Safety Teaching Pictures, "Medicine."
Pictures of medicines from magazines.
Activity sheets: "Medicine Cabinet," "Door", and "Lock." (Masters included, make a copy for each student.)
Aluminum foil
Empty medicine bottle with instructions
Hand Puppet: Sly Fox
Evaluation master: "Prescription."

PROCEDURE:

Show teaching picture "Medicines" and use suggested questions to stimulate discussion.

Why do you think the girl is staying in bed?
What is her mother giving her?
Will she chew the pill? Why not?
Where did her mother get the pills?
How did she know what kind of pills to buy?
Will the girl take medicine when here mother isn't looking?
Why not?
Why should children never take medicine unless it is given by a responsible adult?
Can you take too much medicine?
Where does her mother keep the medicine?
Do you have a medicine chest in your home?
Where is it?
Why do you think it is placed up high?
Do you think it would be a good idea to put a lock on the medicine chest?
Why?

Tell the students that Sly Fox has a rule he wants to teach them about medicines. Have Sly Fox read the instructions on an empty bottle of medicine. Explain how adults can read the instructions and know how much and when to take the medicine. Have Sly tell them the rule, "Always take your medicines from a responsible adult," and have students repeat the rule twice orally.

OBJECTIVE K - 2.2.4

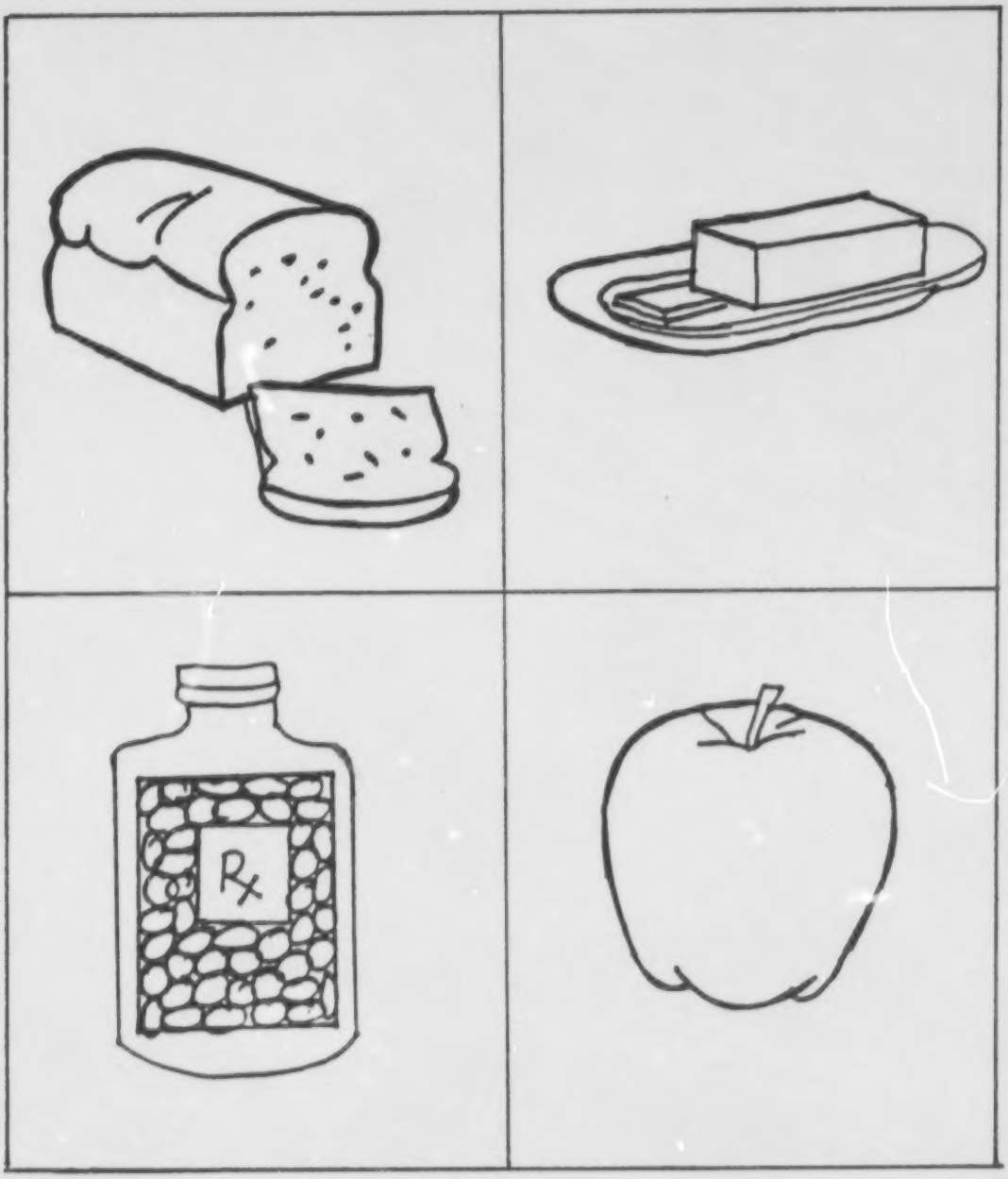
EVALUATION:

Give each student a copy of evaluation ditto. Instruct them to circle the item that needs to be locked up in the medicine cabinet.

ENRICHMENT/REINFORCEMENT:

Give each student a copy of the medicine chest sheet and magazine pictures of medicines. Have them cut and paste pictures of medicines on the shelves to the chest. Paste a sheet of aluminum foil on the door to simulate a mirror. Have students cut and paste the lock to the medicine chest door. Staple the door to the medicine chest.

Have the students take the medicine chest home and explain to their parents what they have learned.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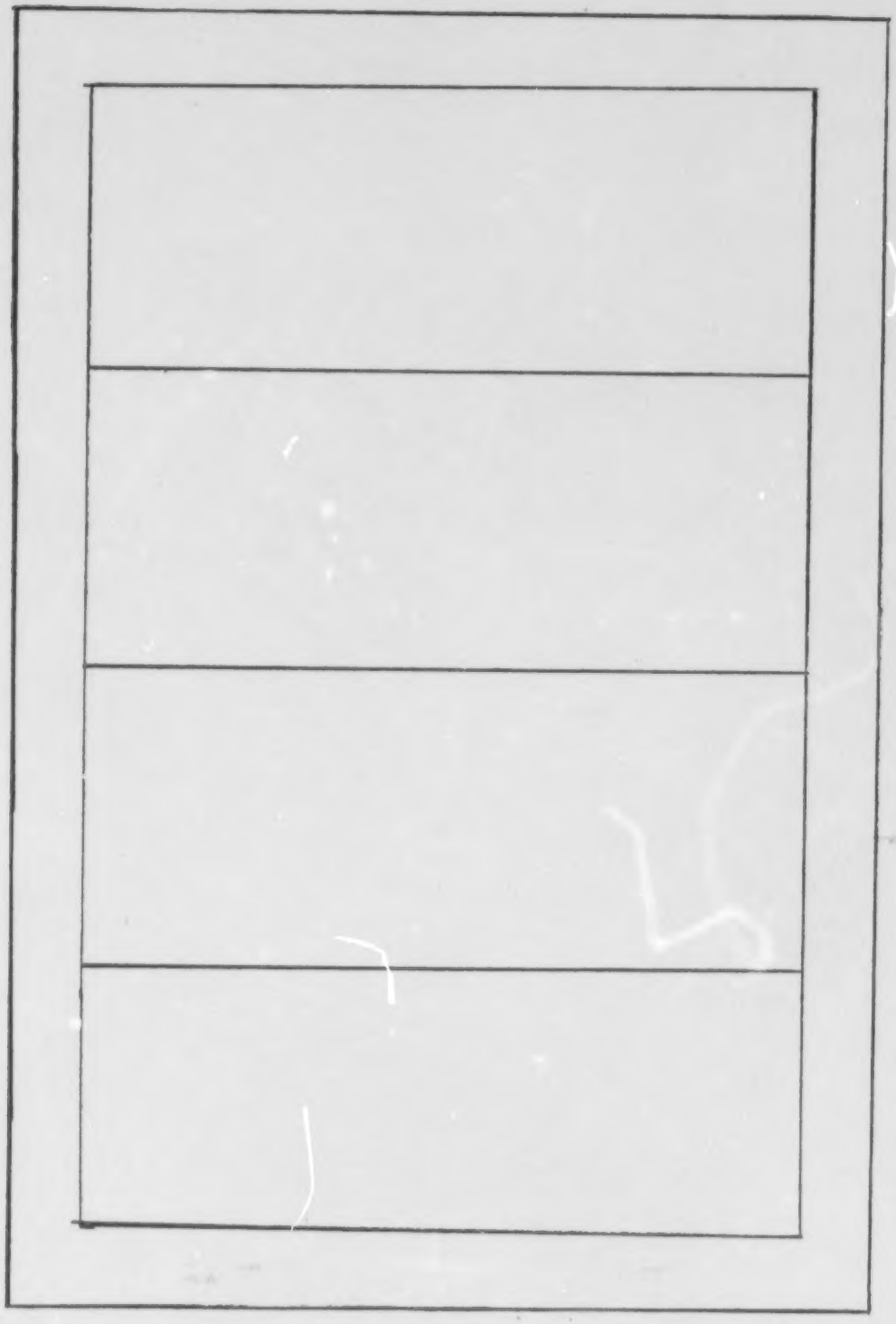


MEDICINE CABINET

PROTECT CHILDREN

KEEP POISONS UNDER LOCK

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Safe/Unsafe Items	K.C.1, K.C.4	Two-30 minute periods

OBJECTIVE K - 2.2.4 Identify safe and unsafe items for putting into the mouth.

INSTRUCTIONAL MATERIALS:

U. S. Consumer Product Safety Commission, Teaching Poison Prevention in Kindergarten and Primary Grades. (available in your media center)
Pictures or empty containers of household items. (Examples: crackers, shoe polish, floor polish, cereal, soft drinks, furniture polish, silver polish, soap powder, bug spray, milk cartons, egg carton, vegetable cans, bleach bottle, etc.)
Hat box or empty ice cream tub
Waste basket
Hand Puppet: Sly Fox
Evaluation: "Safe to Taste? Not Safe to Taste?" (Masters included, make a copy for each student.)
Oaktag chart

PROCEDURE:

Have Sly Fox say hello to students and use the following dialogue to introduce the activity.

Teacher: Sly, when you look for food in the woodlands, how do you know what is safe to eat and not safe to eat?

Sly: When I was a little fox, my mother taught me the following rule.

Before eating or drinking anything, be sure to ask a responsible adult first. Say it with me, boys and girls. (response) Your teacher is going to play a game with you. Don't forget the rule!

OBJECTIVE K - 2.2.4

Conduct the following activity:

Make a "Safe to Eat" carton from an empty hat box or ice cream container. Draw lips on it and make a slot in the lips. Attach a picture of lips with a button over them to an empty wastebasket and write the words "Not Safe to Eat." Examples below:

Use the cartons or pictures of items suggested under materials and any others you would like to add. Choose one student to stand by the containers and play the role of the mother and father. Have each student come to place an item in a container then explain if the item is safe or not safe to eat. Then have the student ask mother (father), "May I eat this?" If mother or father says, "Yes, it is safe," the student slips the picture between the lips on the hat box and sits down.

EVALUATION:

Hand each student a copy of evaluation sheet, "Safe to Taste? Not Safe to Taste?" and read directions for identifying the safe items to taste.

OBJECTIVE K - 2.2.4

ENRICHMENT/REINFORCEMENT:

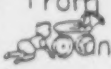
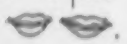
To reinforce the rule to remember about tasting, sing the following song to the tune of "Three Blind Mice."

We ask first,
We ask first,
What we may taste,
What we may taste;
Even though goodies look ever so good
We have to remember as wise children should
Not to put anything into our mouths
Till we ask first.

Explain the term "poisoned" as it relates to safe and unsafe items to eat.

Print the story "Be Smart--Be safe" on an oaktag chart or print a story the students dictate about facts they have learned concerning poison prevention and have them choose pictures to put in the story. (Example provided below:)

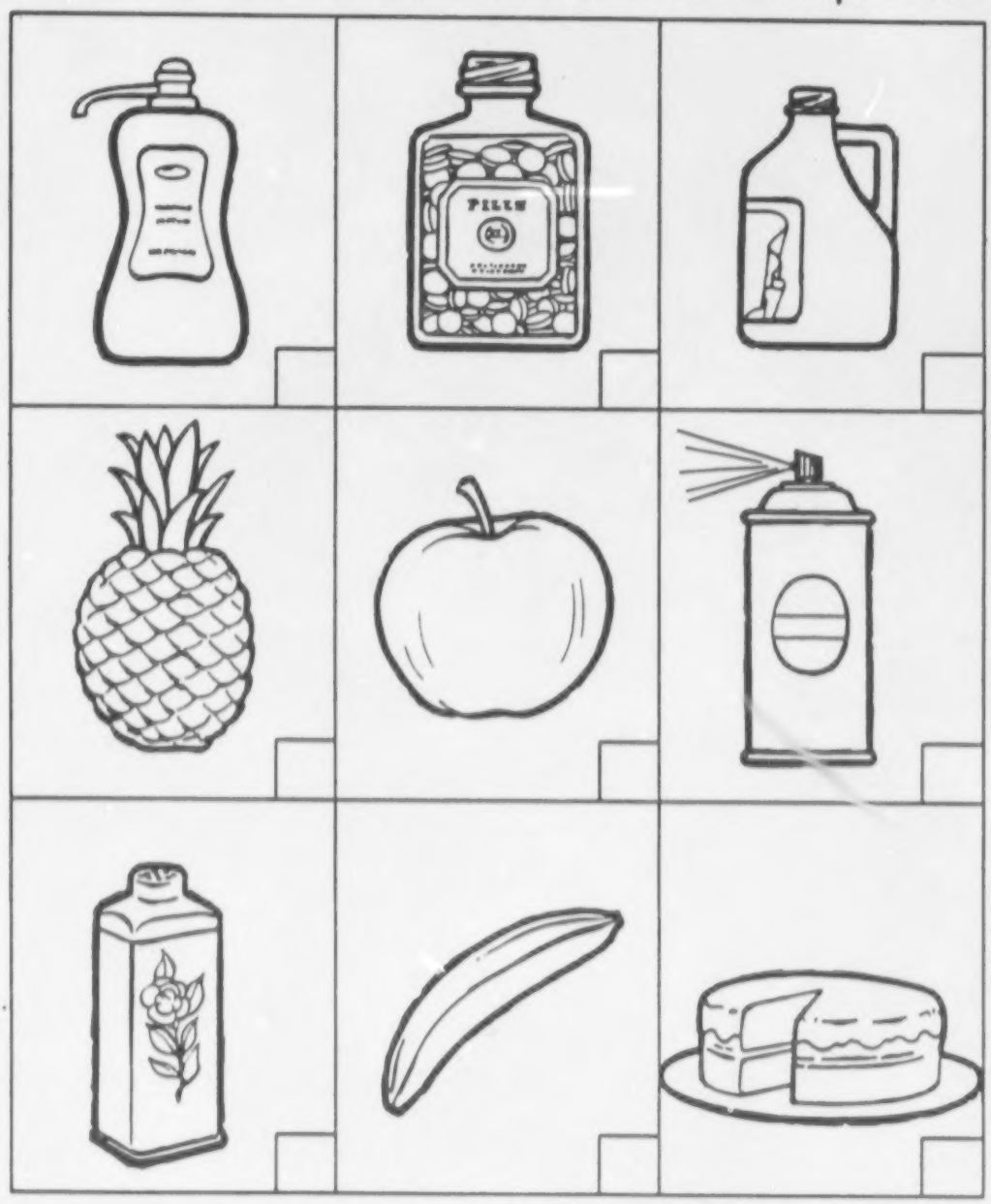
Be Smart-Be Safe

Always be sure that you know what is in a or before you taste it. If you don't know, ask or This is the way to be safe from poisoning. Little  and like to put everything into their  . They cannot as we can. They do not know what is in and We must protect them from paisoning.

Choose other activities from Teaching Poison Prevention in Kindergarten and Primary Grades.

Safe to taste? Not safe to taste?

Put an X in each box beside a "safe to-taste" product.



LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Safe/Unsafe Items	K.C.4	Two-30 minute periods

OBJECTIVE K - 2.2.4 Identify safe and unsafe items for putting into the mouth.

INSTRUCTIONAL MATERIALS:

U. S. Consumer Product Safety Commission, Teaching Poison Prevention in Kindergarten and Primary Grades. (available in your media center)
Baby doll
Empty cartons of food and cleaning products
Evaluation Sheet: "Unsafe Items." (Master included, make a copy for each student.)
Hand Puppet: Sly Fox
NOTE TO TEACHER: This lesson is designed to teach safety with household products by encouraging responsibility for younger children.

Discuss with students how they can keep brothers and sisters safe from poisoning by using Sly Fox as the teacher in the following suggested dialogue.

Sly: How many of you have little brothers and sisters?

(Children raise hands.)

Sly: Oh, I see, a good many! Who would like to tell us about his/hers? (Selects one child who is allowed to talk momentarily.) Can he/she talk? Can he/she walk? Does mother ever ask you to help take care of him/her? Is it easy to take care of him/her? Do you know what to do? What do you do? (Questions should be asked of other children as well as the first selected.)

(Then to group):
I can see that you know a great deal about taking care of your brothers and sisters. You love them very much, and want to keep them safe, don't you? When we keep someone safe from harm, we "protect" them. Would you like to learn something new that you can do to protect your brothers and sisters? This is something even your mother and father may want to know more about. If you learn something new about how to protect little brothers and sisters, do you think you could tell your parents all about it, so they'll know more about how to protect them, too?

OBJECTIVE K - 2.2.4

Sly: Very well, we'll learn something important today that will help everyone in your family take better care of each other, especially little brothers and sisters. Then you'll go home and tell your mother and father about it. That will make you feel like a teacher, won't it? That's what I'd like for you to be today--teachers. Teachers for your little brothers and sisters, and for your mother and father, too. All right, let's see how we can begin. (Teacher takes doll out.) Here's a doll we've never had at school before. We're going to pretend that she's your little sister. She doesn't have a name. What do you think we should call her?

(Children make suggestions and a name is finally chosen.)

Sly: "_____" shall be her name. She is two years old, and she can talk a little. And she can walk a lot. (Make doll walk.) She likes to know about everything. She likes to feel things. Show how she feels things.

(Children make feeling motion.)

Sly: She likes to open things. (Push doll's hand into some nearby object--maybe desk.) She likes to pull things down and knock things over. (Demonstrate with books or other objects nearby.) Is this the way your little sister or brother does?

(Children agree.)

Sly: Of course, it is. That's the way little children behave when they're two years old. Do you remember when you were little and just two years old? You did things like that, didn't you? She likes to taste things, too. (Show how she tastes things by putting an item to remove in Sly's mouth.)

Sly: What kinds of things do you think _____ likes to taste?

(Children will probably respond with "candy," "milk," "cake," and "baby food." The teacher may repeat some of these.)

Sly: Yes, these foods taste good. Do you think they're food for her? Why not? (Listen to various answers and comment.) Sometimes _____ puts things into her mouth that are not good for her. What are some of these things? Could any of them harm her? (Listen and comment. Then present mounted pictures or actual products mentioned above. These might include bread,

OBJECTIVE K - 2.2.4

milk, cake, baby food, nails, marbles, cleaner, spray, moth balls, etc.). Here are some things _____ sees and wants to put into her mouth. Which ones do you think are safe for her to eat? Which ones are not safe for her to eat? Will any of them make her sick if she eats them? (Listen to comments.) Do you think she knows which of the items she tries to eat are not safe and which make her sick? Why not?

Sly: That's right. She's too young or too little to understand that some things are not safe to eat and should never go into our mouths. Do you think if you explained this to her, she would understand and do what you tell her?

(Children may disagree but will eventually arrive at "No" for answer.)

Sly: Suppose she is too young to understand what things are not safe for her to put in her mouth. Then how can you and your mother and father keep her from being harmed by such things? How can you protect her?

(Children will arrive at answer: Don't let her have them; don't let her touch them.)

Sly: But, she will touch them if you or your mother and father leave them where she can reach them, won't she?

(Children will eventually arrive at answer: Keep them out of reach.)

Sly: That's right. You can keep unsafe things out of her reach. Where do you think you could keep them so that she wouldn't touch them. (Up high on a shelf.) You've been very good teachers, boys and girls. Good-bye!

EVALUATION:

Hand out evaluation ditto and instruct students to circle the shelf that unsafe items should be put on to keep them away from baby.

Objective K - 2.2.4

ENRICHMENT/REINFORCEMENT:

Allow several students to play the role of father and mother. Use the baby doll and suggest a situation they can act out to teach safety rules to the baby. "No,No, that will make you feel bad," and take it away. Other situations might include seeing baby near unsafe items, then putting them out of her reach or sight.

Discuss with students why older brothers and sisters should do only those things that are safe for little brothers and sisters to imitate.

Play the game "Little Brother/Little Sister." Have students make a circle. Choose one student to be the baby and one to be the older brother or sister. The older brother/sister moves around inside the circle and the baby copies him/her while students sing the song "Did You Ever See a Baby." When finished with the song, the older brother/sister says "Baby brother/sister, why do you copy me?" Then the older brother/sister gets in the circle. The baby becomes the older brother/sister and a new baby is chosen. Continue until each child participates.

"Did You Ever See A Baby"
(Tune - "Did You Ever See A Lassie.")

Did you ever see a baby, a baby, a baby,
Did you ever see a baby
Do this way and that?
He does just what I do
He wants just what I do
Did you ever see a baby
Do this way and that?

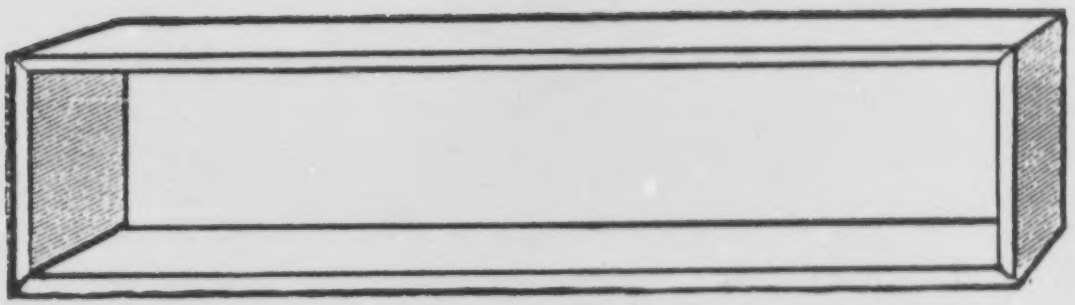
Read the following fingerplay while making motions with the fingers to illustrate. Have students imitate with their fingers along with you as you read.

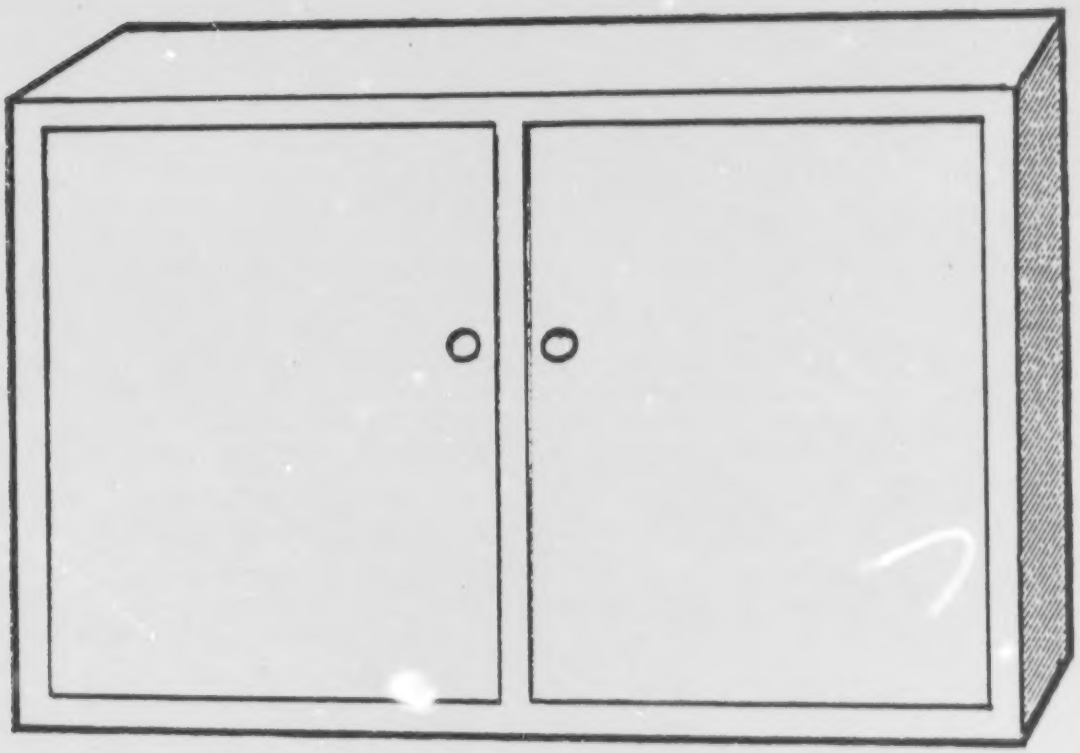
One, two, three, four, five
Six, seven, eight, nine, ten--
These are busy little fingers
That get into trouble when
Baby finds a new plaything
On table, shelf, or floor,
Then puts it quickly in his mouth
And looks around for more.

Objective K - 2.2.4

Ten little curious fingers
Ten little curious toes
Taking our baby to places
He can't wait to explore,
We must try to teach baby
Never to touch or to taste
Things that he finds around him
On table, shelf, or floor.

Make shelves out of the cardboard boxes. Have students pretend they are cleaning out the bottom shelf of the kitchen cabinet. Let one student at a time take an item from the cabinet. If it is a safe item, they can pick it up then sit it back down. If it is unsafe, remove it from the cabinet and put it on a shelf out of reach.





KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
K-2.2	Drugs affect how the body works	2-3 weeks	Health Test		TEACHING PACKETS U.S. Consumer Product Safety Commission, Teaching Poison Prevention in Kindergarten and Primary Grades.** KITS American Cancer Society, An Early Start to Good Health: My Body.** AUDIO-CASSETTE American Heart Association, Songs from the Heart.** FILM The Adventure of a Man in Search of a Heart.*

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KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
K-2 2	Drugs affect how the body works	2-3 weeks	Health Test		BOOKLETS Soozie Says, (Washington D. C., U.S. Department of Justice, Drug Enforcement Administration.) ACTIVITY SHEETS Things We Can Share. Medicine Cabinet. Door. Lock. Safe to Taste? Not Safe to Taste? Unsafe Items Prescriptions.

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GRADE LEVEL: Kindergarten

THEME: Physical, Mental, and Social Health

PRIMARY IDEA: 2.0 Development in individuals may be altered by factors in the environment.

SECONDARY IDEA	OBJECTIVES
K - 2.3 Eating a variety of foods helps us grow and stay healthy.	The student will demonstrate knowledge of how eating a variety of foods helps us grow and stay healthy by: K - 2.3.1 naming Chef Combo as a special food friend; K - 2.3.2 naming the rules for being clean and careful when working with food; K - 2.3.3 discussing food experiences by becoming food tasters; K - 2.3.4 identifying foods by their characteristics; K - 2.3.5 showing that food can be eaten in different ways; K - 2.3.6 considering how food contributes to growth and energy; and K - 2.3.7 evaluating the importance of drinking water.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Food Friend	K.C.5	30 minutes

OBJECTIVE K - 2.3.1 Name Chef Combo as a special food friend.

INSTRUCTIONAL MATERIALS:

Kit: Dairy and Food Nutrition Council, Food...Early Choices.
Activity Card, #1
Paper bags (white, if possible)
Chef Combo Nation puppet
Ditto book: "Dear Parent" letter (Make a copy for each student.)

NOTE TO TEACHER: The Dairy Council Kit can be obtained only by attending a nutrition workshop in the fall. If you do not have this kit, use other material available in the Health Education files in your media center.

PROCEDURE:

Follow directions on Activity Card 1 to introduce Chef Combo as the students' new friend who will teach them about food.

EVALUATION:

Have each student respond to Chef Combo with an example of a food they like to eat.

ENRICHMENT/REINFORCEMENT:

Have students make chef hats from paper bags. Hand out parent letter and have each child take home his/her chef hat and parent letter to introduce parents to Chef Combo and Food...Early Choices.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Food Rules	K.C.5	30 minutes

OBJECTIVE K - 2.3.2 Name the rules for being clean and careful when working with food.

INSTRUCTIONAL MATERIALS:

Kit: Dairy and Food Nutrition Council, Food... Early Choices.
Activity Card: #2
Ditto Book: "The Chef's Helper." (Make a copy for each student.)
Kitchen tools, plastic forks, spoons, plates, pitchers, etc.
Chef Combo Nation puppet
Sponge, soap, and water

PROCEDURE:

Follow directions on Activity Card 2 to help the students learn the rules for being clean and careful when preparing food and working with kitchen tools.

EVALUATION:

Have students name the rules for working with food. ("Be Clean and Be Careful.")

ENRICHMENT/REINFORCEMENT:

Review Chef Combo's rules of "Be Clean and Be Careful" when preparing foods throughout the unit.

Hand out parent letter "The Chef's Helper" and instruct each student to take it home and share with their parents.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Food Tasters	K.C.2	Two-30 minute periods

OBJECTIVE K - 2.3.3 Discuss food experiences by becoming food tasters.

INSTRUCTIONAL MATERIALS:

Kit: Dairy and Food Nutrition Council, Food...Early Choices.
Activity Cards: #3 and #11.
Teacher's guide
Floor mat
Food cards
Chef Combo Nation puppet
Felt board
Felt figures from patterns in Teacher's guide
Food and equipment listed on Activity Card #3
Ditto Book: "New Foods...Happy Experiences" parent letter. (Make a copy for each student.)

PROCEDURE:

Follow directions on Activity Cards #3 and #11 to expand students' experiences with food and encourage them to become food tasters.

EVALUATION:

Have each student give the name of a food discussed in the activities.

ENRICHMENT/REINFORCEMENT:

Play additional floor games suggested in "Things to Do Another Time" on Activity Card #11.

Give each student a copy of "New Foods...Happy Experiences" to take home and share with their parents.

LESSON PLANS

CONCEPT/SKILL Food Characteristics	TEST IMS *	ESTIMATED TIME Eight-30 minutes periods

OBJECTIVE K - 2.3.4 Identify foods by their characteristics.

INSTRUCTIONAL MATERIALS:

Kit: Food and Dairy Nutrition Council, Food...Early Choices.
Activity Cards: #4, 5, 9, 12, 17, 19, 20, and 21.
Chef Combo puppet
Story Book: "Where and How We Get Our Food."
(see individual cards for further list of suggested materials)
Ditto book: parent letters (Make copies for each student.)

PROCEDURE:

Follow directions on Activity Cards to give students practice in identifying foods by their characteristics.

EVALUATION:

Have each student name and describe a food by its color, shape, texture, size, taste, and where it comes from.

ENRICHMENT/REINFORCEMENT:

Choose appropriate reinforcement activities found in "Things to Do Another Time."

Select parent letters from ditto book that are appropriate to each lesson. Send these home with students as a means of involving parents in additional learning experiences at home with their child.

*Correlations to IMS Skills
Activity 4 - K.W.1, K.V.1, K.V.2
Activity 5 - K.WA.2
Activity 9 - K.V.3, K.C.3
Activity 12 - K.C.1, K.V.2, K.V.3
Activity 17 - K.C.3, K.C.2
Activity 19 -K.V.3, K.V.5, K.M.1
Activity 20 - K.C.3
Activity 21 - K.C.3

LESSON PLANS

CONCEPT/SKILL Foods/Different Ways	TEST IMS *	ESTIMATED TIME Three-30 minute periods

OBJECTIVE K - 2.3.5 Show that food can be eaten in different ways.

INSTRUCTIONAL MATERIALS:

Kit: Dairy and Food Nutrition Council, Food...Early Choices.
Activity Cards: #6, 8, and 10. (#18 optional)
Ditto book: parent letters (Make copies for each student.)
Chef Combo Nation puppet
(see individual activity cards for additional items needed.)

PROCEDURE:

Follow instructions on Activity Cards to help students learn how foods can be eaten in different ways and combined to make new foods.

EVALUATION:

Have students use food cards to identify the foods discussed which are different forms of the same food, and foods they combined to make a new food product.

ENRICHMENT/REINFORCEMENT:

Choose additional activities from "Things to Do Another Time." Conduct the lesson found on Activity Card #18 to give students an opportunity to work on a group project of combining foods into a giant sandwich.

Select parent letters from ditto book that are appropriate to lessons. Send these home with students as a means of involving parents in additional learning experiences at home with their child.

* Correlations with IMS Skills.
Activity 66 - K.V.3, K.C.3
Activity 8 - K.V.3, K.C.2
Activity 10 - K.C.2, K.C.3, K.V.3

LESSON PLANS

CONCEPT/SKILL Food/Growth and Energy	TEST IMS *	ESTIMATED TIME Four-30 minute periods

OBJECTIVE K - 2.3.6 Consider how food contributes to growth and energy.

INSTRUCTIONAL MATERIALS:

Kit: Dairy and Food Nutrition Council, Food...Early Choices.
Activity Cards: #13, 14, 15, and 16.
Record player
Record
Growing Up poster
Chef Combo Nation puppet
Ditto Book: "Food for the Family" and "Breakfast...A Nutrition Bonanza"
Parent letters (Make copies for each student.)
(See activity cards for additional items needed.)

PROCEDURE:

Follow directions on Activity Cards to introduce students to the idea that foods help us grow, have energy, and keep healthy.

EVALUATION:

Have students name foods they eat for breakfast that give them energy all morning.

ENRICHMENT/REINFORCEMENT:

Choose additional activities from "Things to Do Another Time."

Send home parent letters "Food for the Family" and "Breakfast...A Nutrition Bonanza."

*Correlations to IMS skills.
Activity 13 - K.C.2, K.C.3, K.C.4, K.C.5
Activity 14 - K.C.2, K.C.3, K.C.5
Activity 15 - K.C.2, K.WA.1
Activity 16 - K.C.3, K.C.8

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Drinking Water	K.C.2	30 minutes

OBJECTIVE K - 2.3.7 Evaluate the importance of drinking water.

INSTRUCTIONAL MATERIALS:

Kit: Dairy and Food Nutrition Council, Food...Early Choices.
Activity Cards: #7 (#22 optional)
Two pitchers of water
Paper cup for each student
Chef Combo Nation puppet
Ditto Book: "Why Worry About Water?" parent letter (Make a copy for each student.)

PROCEDURE:

Follow directions on Activity Card #7 to help students learn the importance of drinking water.

EVALUATION:

Have each student name a plant or animal that needs water.

ENRICHMENT/REINFORCEMENT:

Choose additional activities from "Things to Do Another Time."

Hand out parent letter "Why Worry About Water" and have students take home to share with parents.

Conduct Activity 22 as a culminating unit activity. This activity will provide an opportunity for parents and students to work together on a joint nutrition project.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
K-2.3	A variety of foods helps us grow and stay healthy.	4 weeks		Nale, (K, 1970), pp. 49-51, 80, 85, 92, 95-98, 100, 109-112, 113-116, 269-270, 271-272, 371.	KITS National Dairy Council, Food... Early Choices.+ (Attendance at Dairy Council Workshop is required in order to receive this kit. American Guidance Services, Peabody Language Development Kit. FILM The Most Important Person Series-Nutrition.*

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